

Paradise eLearning Academy

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Paradise eLearning Academy
Street	5911 Maxwell Dr, Rm 403
City, State, Zip	Paradise, CA 95969-4023
Phone Number	530-872-6425 ext 3104
Principal	Carrie Dawes, Marnie Smith
E-mail Address	cdawes@pusdk12.org
Web Site	elearning.pusdk12.org
CDS Code	04-61531-0121715

District Contact Information	
District Name	Paradise Unified School District (Paradise eLearning Academy)
Phone Number	530-872-6400
Superintendent	Michelle John
E-mail Address	jrobbins@pusdk12.org
Web Site	www.pusdk12.org

School Description and Mission Statement (School Year 2018-19)

The Paradise eLearning Academy is an online Independent Study public school of Paradise Unified School District. The academy serves students in grades 9 through 12 throughout Butte County and the six adjacent counties.

The mission of the Paradise eLearning Academy is to provide an individualized standards-based high school education for students in Butte and adjacent counties through the utilization of innovative electronic methodology, a California state standard-based online curriculum, together with an individualized independent study model. The eLearning Academy earned a WASC six year accreditation in June 2018. We envision a learning environment uniquely able to prepare students to excel in a diverse, technologically advanced society.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	5
Grade 10	12
Grade 11	17
Grade 12	23
Total Enrollment	57

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	1.8
Asian	0.0
Filipino	1.8
Hispanic or Latino	14.0
Native Hawaiian or Pacific Islander	0.0
White	75.4
Socioeconomically Disadvantaged	56.1
English Learners	1.8
Students with Disabilities	8.8
Foster Youth	3.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	3	2		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 2017

Apex Learning builds their curriculum to align to the California state standards and they constantly update their curriculum whenever anything is changed or updated with the California state standards. Apex curriculum is built in house so when content needs to be updated to reflect a certain state standard, the content development team will make those adjustments consistently and on a regular basis. On an ongoing basis, Apex Learning reviews their digital curriculum in relation to changing standards, relevancy, and student outcomes, as well as by customer request. Annually, courses are prioritized for maintenance as directed by their content and standards teams. For courses having undergone maintenance, updates are published prior to the start of the new academic year or at strategic times during the year when changes will be least disruptive to users. Courses may be also updated or revised throughout the year according to reported or discovered issues.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Common Core English 1-4, AP English Language and Composition, English Literature and Composition, Creative Writing, Media Literacy - Apex Learning, 2016-17	Yes	0%
Mathematics	Common Core Algebra I, Geometry, Algebra II, Financial Literacy, Pre-Calculus, Calculus, Probability and Statistics, Mathematics of Personal Finance, Integrated Math 1, II, III- Apex Learning, 2016-17	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Physical Science, Earth Science, Environmental Science (2016-17), Biology, Chemistry, Physics, Psychology - Apex Learning, 2016-17	Yes	0%
History-Social Science	Geography and World Cultures, World History, Modern World History (2016-17), U.S. History, U.S. Government and Politics, U.S. and Global Economics, AP US Government and Politics, Multicultural Studies, Sociology - Apex Learning, 2016-17	Yes	0%
Foreign Language	Spanish 1-III, French I-II, and AP Spanish Language - Apex Learning, 2016-17	Yes	0%
Health	Skills for Health - Apex Learning 2016-17	Yes	0%
Visual and Performing Arts	Art Appreciation and Music Appreciation - Apex Learning, 2016-17	Yes	0%
Science Laboratory Equipment (grades 9-12)	Wet labs in conjunction with Paradise High School - annual review of availability and quality	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Paradise eLearning Academy is located on the campus of Paradise High School. While many of the Paradise High School facilities are beginning to display signs of aging, the students, school staff, parents and district maintenance personnel assist in the effort of keeping the facility clean and attractive. Paradise eLearning is located in one of the computer labs on campus. It consists of 27 student computers, 4 teacher computers, and a cart of dell laptops. In addition, the library serves as an important teaching and learning center for staff and students. During the summer of 2004, an all-weather track surface was installed in the stadium complex. Grant, district and community-raised funds paid for the installation and improvement of this venue. The school was partially painted during the summers of 2012 and 2013. Painting will continue through the remainder of the 2013-14 school year. In the summer of 2011, a facilities committee was formed to begin the process of building a new gym/multi-use facility on the PHS campus. After numerous meetings and conversations during the 2011-2012 school year, the new gym, six new classrooms and two additional restroom plans were submitted to the state for final approval. During the summer of 2013, four older portable classrooms were demolished and eight new modular classrooms (and new restrooms) were installed.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: April 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: April 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: April 2018	
Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	64.0	47.0	41.0	44.0	48.0	50.0
Mathematics (grades 3-8 and 11)	21.0	6.0	30.0	34.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	17	17	100.00	47.06
Male	--	--	--	--
Female	13	13	100.00	46.15
Black or African American	--	--	--	--
Hispanic or Latino	--	--	--	--
White	13	13	100.00	46.15
Socioeconomically Disadvantaged	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	17	17	100	5.88
Male	--	--	--	--
Female	13	13	100	0
Black or African American	--	--	--	--
Hispanic or Latino	--	--	--	--
White	13	13	100	7.69
Socioeconomically Disadvantaged	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

Paradise eLearning Academy in conjunction with Paradise High School offers several different programs for Career Technical Education. PHS offers courses in Advanced Child Development, Advanced Culinary Arts, Child Development, Introduction to Engineering, Principles of Engineering, Computer Integrated Manufacturing, Engineering & Architectural Design, Architectural Drawing, Auto I, Advanced Auto, Manufacturing Processes, Computer Repair, Computer Game Programming, Advanced Computer Applications, Graphic Design, Multimedia Applications, Fashion Design, Small Business Entrepreneurship, Medical & Hospital Careers, Wood Manufacturing, and Advanced Wood Manufacturing, and Yearbook. Apex Learning offers the following Career and Technical Education courses: Principles of Information Technology, Principles of Health Science, and Principles of Business and Marketing.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	11
% of pupils completing a CTE program and earning a high school diploma	18%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	n/a

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	91.2
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	21.4

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	**	**	**

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Paradise eLearning Academy's advisory governance committee is our Site Advisory Board. The Advisory Board's composition includes at least seven members: Director, Staff, Students, Parents and Community members. Parent contact is through our monthly eLearning newsletter, Apex weekly progress reports, via email, phone calls to parents/guardians, invitations to LCAP meetings and surveys, and our school facebook site and website.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	14.3	5.0	11.8	13.4	6.5	10.9	10.7	9.7	9.1
Graduation Rate	78.6	75.0	64.7	82.6	89.8	82.0	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	77.8	81.3	88.7
Black or African American	0.0	33.3	82.2
American Indian or Alaska Native	0.0	50.0	82.8
Asian	0.0	100.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	100.0	72.2	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	76.5	85.1	92.1
Two or More Races	0.0	73.7	91.2
Socioeconomically Disadvantaged	80.0	76.7	88.6
English Learners	0.0	100.0	56.7
Students with Disabilities	0.0	79.3	67.1
Foster Youth	0.0	44.4	74.1

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	2.4	0.0	8.2	7.5	6.6	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.4	0.3	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Paradise eLearning is located on the campus of Paradise High School and follows their comprehensive safety plan. The PHS plan was developed in collaboration with the School Site Council, school staff and administration, Paradise Police Dept, Butte County Sheriff's Dept, Paradise Fire Dept, and the Town of Paradise. The plan addresses safe entry and exit, civil unrest, weapons on campus, maintaining order on campus, natural disasters, armed intruders, fire and earthquake, etc. The plan contains all of the information required by law and is reviewed annually by the PUSD Governing Board and school administration. The plan is discussed with school staff each August on the day before students return to school following summer break. Emergency plans are posted in each classroom. Emergency drills are conducted at regular intervals throughout the school year.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	12.0	6	1		8.0	7	1		9.0	7		
Mathematics	5.0	12			5.0	12			10.0	7		
Science	13.0	4			9.0	4			7.0	5		
Social Science	10.0	7	1		9.0	8			11.0	7	2	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.2	49
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,823	\$311	\$4,512	\$58,537
District	N/A	N/A	\$5,023	\$65,597
Percent Difference: School Site and District	N/A	N/A	-10.2	-4.4
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-15.6	-10.3

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Paradise eLearning Academy is a comprehensive , WASC approved program that allows students to earn a high school diploma upon graduation. Our online UCOP a-g approved curriculum ranges from credit recovery through Advanced Placement courses. CTE, foreign languages, and VAPA programs supplement the instructional education.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,000	\$45,681
Mid-Range Teacher Salary	\$56,064	\$70,601
Highest Teacher Salary	\$98,612	\$89,337
Average Principal Salary (Elementary)	\$95,133	\$110,053
Average Principal Salary (Middle)	\$97,379	\$115,224
Average Principal Salary (High)	\$101,903	\$124,876
Superintendent Salary	\$163,276	\$182,466
Percent of Budget for Teacher Salaries	34.0	33.0
Percent of Budget for Administrative Salaries	5.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	2	N/A
Science	0	N/A
Social Science	1	N/A
All courses	4	8.8

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Professional development is offered by the district before the beginning of each school year and numerous after-school and weekend workshops are available during the school year. Butte County Office of Education offers ongoing professional development throughout the year. Our primary focus for staff development is determined by student achievement data and this year's focus was common core implementation. Teachers are supported through teacher-principal meetings. The director and teachers attend conferences that support our student achievement goals. Teachers have attended the following workshop/conferences: Nurtured Heart, TacCom, Trauma Informed, CTE Pathway @ Butte College, and Cue Rock Star (implementing technology). Teachers are required to complete 21 hours of staff development each year.