

Paradise eLearning Academy

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Paradise eLearning Academy
Street	5911 Maxwell Dr, Rm 606
City, State, Zip	Paradise, CA 95969-4023
Phone Number	530-872-6425 ext 3104
Principal	Kathleen Blacklock
E-mail Address	kblacklock@pusdk12.org
Web Site	www.paradisecharterschool.org
Grades Served	9-12
CDS Code	04-61531-0121715

District Contact Information	
District Name	Paradise Unified School District
Phone Number	530-872-6400
Superintendent	Donna Colosky
E-mail Address	jrobbins@pusdk12.org
Web Site	www.pusdk12.org

School Description and Mission Statement (Most Recent Year)

The Paradise eLearning Academy is an online Independent Study dependent charter 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 2015. 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 2014-15)

Grade Level	Number of Students
Grade 9	4
Grade 10	4
Grade 11	22
Grade 12	19
Total Enrollment	49

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	2
Hispanic or Latino	14.3
White	73.5
Two or More Races	8.2
Socioeconomically Disadvantaged	73.5
Students with Disabilities	4.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	3	3	3	184
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	-0-	0	0
Total Teacher Misassignments *	-0-	0	0
Vacant Teacher Positions	-0-	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

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.

Core Curriculum Area	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, 2014-15	Yes	0%
Mathematics	Common Core Algebra, Geometry, Algebra II, Financial Literacy, Precalculus, Calculus, Probability and Statistics, Integrated Math 1, II, III- Apex Learning, 2014-15	Yes	0%
Science	Physical Science, Earth Science, Biology, Chemistry, Physics, Psychology - Apex Learning, 2014-15	Yes	0%
History-Social Science	Geography and World Cultures, World History, U.S. History, U.S. Government and Politics, U.S. and Global Economics, AP US Government and Politics, Multicultural Studies, Sociology - Apex Learning, 2014-15	Yes	0%
Foreign Language	Spanish 1-III, French I-II, and AP Spanish Language - Apex Learning, 2014-15	Yes	0%
Health	Skills for Health - Apex Learning 2014-15	Yes	0%
Visual and Performing Arts	Art Appreciation and Music Appreciation - Apex Learning, 2014-15	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. Each classroom contains a television, VCR, DVD and at least one internet-connected computer. There are five classroom computer labs on campus as well as a number of student use computers in the library and in our career center. 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)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: February 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Facilities in good working order. Filter changed regularly.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: February 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces		X		Ongoing repairs and painting continuously.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			IPM Plan for district wide pest control.
Electrical: Electrical	X			Exit and emergency lighting checked regularly.
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		Some ongoing repairs to restroom by Maintenance and Custodial.
Safety: Fire Safety, Hazardous Materials	X			Fire extinguishers checked monthly. Combustible materials are in fire cabinets.
Structural: Structural Damage, Roofs		X		Ongoing repairs; new roofing installed, also on a yearly replacement plan.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Ongoing repairs made by Custodial and Maintenance.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: February 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	38	35	44
Mathematics	5	23	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	24	21	87.5	19	43	29	10
Male	11		17	70.8	18	35	35	12

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	11		4	16.7	--	--	--	--
Hispanic or Latino	11		3	12.5	--	--	--	--
White	11		16	66.7	19	50	25	6
Two or More Races	11		2	8.3	--	--	--	--
Socioeconomically Disadvantaged	11		13	54.2	23	38	23	15
Students with Disabilities	11		1	4.2	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	24	21	87.5	67	29	5	0
Male	11		17	70.8	65	29	6	0
Female	11		4	16.7	--	--	--	--
Hispanic or Latino	11		3	12.5	--	--	--	--
White	11		16	66.7	69	31	0	0
Two or More Races	11		2	8.3	--	--	--	--
Socioeconomically Disadvantaged	11		13	54.2	54	38	8	0
Students with Disabilities	11		1	4.2	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	75	--	60	58	57	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57
All Students at the School	--
Male	--
Female	--
Hispanic or Latino	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
Students with Disabilities	--
Foster Youth	--

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2014-15)

Paradise eLearning Academy in conjunction with Paradise High School offers several different programs for Career Technical Education. The school partners with Butte County ROP (Regional Occupation Program) to provide capstone courses for students to receive advanced training and access to career training and skill development. PHS offers courses in Media Arts, Construction, Culinary Arts, Drafting, Automotive, Information Technology, Welding, Administration of Justice, Sports Medicine, Medical and Hospital Careers. Apex Learning offers Career and Technical Education courses in Business Applications, Principles of Information Technology, Introduction to Health Science, Principles of Technology Applications, Information Technology Applications, Intermediate Health Science, and introduction to Business and Marketing.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	5
% of pupils completing a CTE program and earning a high school diploma	n/a
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	n/a

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	100
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts		67		51	49	50	57	56	58
Mathematics		53		52	53	53	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	50	26	24	47	38	15
All Students at the School	0	0	0	0	0	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.

California Physical Fitness Test Results (School Year 2014-15)

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

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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (Most Recent Year)

Paradise eLearning Academy's 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 website.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	46.20	29.40	18.80	8.60	11.60	9.30	13.10	11.40	11.50
Graduation Rate	38.46	47.06	50.00	85.91	85.26	88.10	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	58.82	87.99	84.6
Black or African American		100	76
American Indian or Alaska Native	100	83.33	78.07
Asian		100	92.62
Filipino	100	100	96.49
Hispanic or Latino	50	83.33	81.28
Native Hawaiian/Pacific Islander			83.58
White	58.33	88.19	89.93
Two or More Races		91.3	82.8
Socioeconomically Disadvantaged	50	67.74	61.28
English Learners		50	50.76
Students with Disabilities	57.14	83.84	81.36
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.76	1.16	3.67	9.40	8.88	9.41	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.65	0.41	0.45	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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, School Resource Officer, Paradise Police Dept, Butte Bounty 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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	80.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			Avg. Class Size	2013-14			Avg. Class Size	2014-15					
	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	6	6		7	8			9	6					
Mathematics	2	9		5	8			5	8					
Science	5	4		8	4			7	5					
Social Science	5	9		7	9			8	8	1				

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.2	49
Counselor (Social/Behavioral or Career Development)	PHS Staff	N/A
Library Media Teacher (Librarian)	PHS Staff	N/A
Library Media Services Staff (Paraprofessional)	PHS Staff	N/A
Psychologist	PHS Staff	N/A
Social Worker	0	N/A
Nurse	PHS Staff	N/A
Speech/Language/Hearing Specialist	PHS Staff	N/A
Resource Specialist	PHS Staff	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 2013-14)

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	\$61,262
Percent Difference: School Site and District	N/A	N/A	-10.2	-4.4
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	-15.6	-10.3

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

Types of Services Funded (Fiscal Year 2014-15)

Paradise eLearning Academy is a comprehensive program that allows the students to earn a diploma upon graduation. CTE, foreign languages, and VAPA programs supplement the instructional education.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,370	\$40,379
Mid-Range Teacher Salary	\$53,200	\$62,323
Highest Teacher Salary	\$79,000	\$81,127
Average Principal Salary (Elementary)	\$84,835	\$99,192
Average Principal Salary (Middle)	\$94,135	\$91,287
Average Principal Salary (High)	\$100,397	\$112,088
Superintendent Salary	\$165,000	\$159,821
Percent of Budget for Teacher Salaries	38%	36%
Percent of Budget for Administrative Salaries	5%	6%

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 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	1	N/A
All courses	1	.7

* Cells with N/A values do not require data. Where there are student course enrollments.

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. 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 are required to complete 21 hours of staff development each year.