

Paradise eLearning Academy

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

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
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 (School Year 2016-17)

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 2015-16)

Grade Level	Number of Students
Grade 9	5
Grade 10	18
Grade 11	16
Grade 12	17
Total Enrollment	56

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	5.4
Native Hawaiian or Pacific Islander	0
White	73.2
Two or More Races	19.6
Socioeconomically Disadvantaged	60.7
English Learners	0
Students with Disabilities	10.7
Foster Youth	0

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	3	3		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

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 2016-17)

Year and month in which data were collected: September 2016

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%
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 I-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. 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 of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	38	63	36	40	44	48
Mathematics	5	26	24	26	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	19	19	100.0	63.2
Female	11	12	12	100.0	66.7
White	11	17	17	100.0	58.8

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	19	19	100.0	26.3
Female	11	12	12	100.0	25.0
White	11	17	17	100.0	29.4

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	75	--	68	58	57	56	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	23	22	95.7	68.2
Female	15	15	100.0	60.0
White	16	16	100.0	68.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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 2015-16)

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 2015-16)

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
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	30
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	18

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	2	0	4

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 (School Year 2016-17)

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 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	29.40	18.80	14.30	11.60	9.30	13.40	11.40	11.50	10.70
Graduation Rate	47.06	50.00	78.57	85.26	88.10	82.61	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	74	84	86
Black or African American	0	60	78
American Indian or Alaska Native	100	67	78
Asian	0	100	93
Filipino	0	100	93
Hispanic or Latino	50	66	83
Native Hawaiian/Pacific Islander	0	0	85
White	77	86	91
Two or More Races	67	100	89
Socioeconomically Disadvantaged	0	73	66
English Learners	0	67	54
Students with Disabilities	67	77	78

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.2	3.7	0.0	8.9	9.4	8.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.4	0.5	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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.

Federal Intervention Program (School Year 2016-17)

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	2013-14			2014-15			2015-16					
	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	7	8		9	6		9	6				
Mathematics	5	8		5	8		5	8				
Science	8	4		7	5		7	5				
Social Science	7	9		8	8	1	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 2015-16)

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	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 2014-15)

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	\$60,890
Percent Difference: School Site and District	N/A	N/A	-10.2	-4.4
State	N/A	N/A	\$5,677	\$67,348
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 2015-16)

Paradise eLearning Academy is a comprehensive program that allows the 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,370	\$42,063
Mid-Range Teacher Salary	\$53,200	\$64,823
Highest Teacher Salary	\$79,000	\$84,821
Average Principal Salary (Elementary)	\$86,162	\$101,849
Average Principal Salary (Middle)	\$95,336	\$107,678
Average Principal Salary (High)	\$97,883	\$115,589
Superintendent Salary	\$165,000	\$169,152
Percent of Budget for Teacher Salaries	36%	35%
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 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	0	N/A
Social Science	2	N/A
All courses	7	1%

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.