

# Paradise eLearning Academy

## School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

#### Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

## About This School

### Contact Information (Most Recent Year)

School Contact Information	
<b>School Name</b>	Paradise eLearning Academy
<b>Street</b>	5911 Maxwell Dr, Rm 606
<b>City, State, Zip</b>	Paradise, CA 95969-4023
<b>Phone Number</b>	530-872-6425 ext 3104
<b>Principal</b>	Kathleen Blacklock
<b>E-mail Address</b>	kblacklock@pusdk12.org
<b>Web Site</b>	<a href="http://paradisearchterschool.org">http://paradisearchterschool.org</a>
<b>CDS Code</b>	04-61531-0121715

District Contact Information	
<b>District Name</b>	Paradise Unified School District
<b>Phone Number</b>	530-872-6400
<b>Superintendent</b>	Roger Bylund
<b>E-mail Address</b>	jrobbins@pusdk12.org
<b>Web Site</b>	<a href="http://www.pusdk12.org">www.pusdk12.org</a>

### 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 services 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 three year initial accreditation in July 2012 and we are currently going through the 18 month self-study process for accreditation renewal. 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 2013-14)

Grade Level	Number of Students
Grade 9	1
Grade 10	11
Grade 11	14
Grade 12	17
<b>Total Enrollment</b>	<b>43</b>

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	4.7
Asian	0.0
Filipino	2.3
Hispanic or Latino	18.6
Native Hawaiian or Pacific Islander	0.0
White	65.1
Two or More Races	9.3
Socioeconomically Disadvantaged	83.7
English Learners	0.0
Students with Disabilities	9.3

## 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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	5	3	5	210
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.00	0.00
<b>All Schools in District</b>	100.00	0.00
<b>High-Poverty Schools in District</b>	100.00	0.00
<b>Low-Poverty Schools in District</b>	100.00	0.00

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 2014-15)**

Year and month in which data were collected: September 2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Common Core English 1-4 - Apex Learning, 2014-15	Yes	0%
<b>Mathematics</b>	Common Core Algebra, Geometry, Algebra II, Precalculus, Calculus, Probability and Statistics, Integrated Math 1 and II, - Apex Learning, 2014-15	Yes	0%
<b>Science</b>	Physical Science, Earth Science, Biology, Chemistry, Physics, Psychology - Apex Learning, 2014-15	Yes	0%
<b>History-Social Science</b>	Geography and World Cultures, World History, U.S. History, U.S. Government and Politics, U.S. and Global Economics - Apex Learning, 2014-15	Yes	0%
<b>Foreign Language</b>	Spanish 1-III, French I-II, and AP Spanish Language - Apex Learning, 2014-15	Yes	0%
<b>Health</b>	Skills for Health - Apex Learning 2014-15	Yes	0%
<b>Visual and Performing Arts</b>	Art Appreciation and Music Appreciation - Apex Learning, 2014-15	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	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: August, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	Natural gas at this site--No gas leaks were detected. 50% of all HVAC systems are on automated controls. Filtrations are changed regularly and maintenance is continuous. The site has one hybrid septic system that is evaluated as required by the Town of Paradise.
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	Walls are painted and repairs made on a continuous basis.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	The site is in good repair, clean and well maintained, considering the age of the school. Insect and wasp control ongoing by custodial staff with help from maintenance dept.
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	Exit and emergency lighting is checked regularly and noted monthly.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	Custodial will utilize outside plumbing contractor to address restroom sinks.
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	Fire extinguishers are serviced annually and checked monthly. Paint, shop class and science rooms all have cabinets for combustibles. The school alarm system is adequate.
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	Always an ongoing problem for custodial and maintenance departments to deal with.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	Grounds and equipment are checked and recorded monthly. Ongoing repairs are completed by custodial and maintenance.

**Overall Facility Rating (Most Recent Year)**

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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 / Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>			75	67	62	62	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)**

Group	Percent of Students Scoring at Proficient or Advanced
<b>All Students in the LEA</b>	62
<b>All Student at the School</b>	75
<b>Male</b>	
<b>Female</b>	
<b>Black or African American</b>	
<b>American Indian or Alaska Native</b>	
<b>Asian</b>	
<b>Filipino</b>	
<b>Hispanic or Latino</b>	
<b>Native Hawaiian or Pacific Islander</b>	
<b>White</b>	73
<b>Two or More Races</b>	
<b>Socioeconomically Disadvantaged</b>	80
<b>English Learners</b>	
<b>Students with Disabilities</b>	
<b>Students Receiving Migrant Education Services</b>	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

**Standardized Testing and Reporting Results for All Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
<b>English-Language Arts</b>	54	71	43	49	55	54	54	56	55
<b>Mathematics</b>		17	21	40	44	44	49	50	50
<b>History-Social Science</b>		65	38	44	46	46	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

**Academic Performance Index Ranks (Three-Year Comparison)**

API Rank	2010-11	2011-12	2012-13
<b>Statewide</b>			1
<b>Similar Schools</b>			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School			B
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Career Technical Education Programs (School Year 2013-14)

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, and Welding.

### Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	n/a
% 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
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	56.76
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

### 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 All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts			67	52	51	49	56	57	56
Mathematics			53	48	52	53	58	60	62

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 2013-14)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	51	27	22	47	38	15
All Students at the School	33	40	27	47	47	7
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	31	38	31	46	46	8
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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 and 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	100.0	46.2	29.4	10.2	8.6	11.6	14.7	13.1	11.4
Graduation Rate	0.00	38.46	47.06	85.61	85.91	85.26	77.14	78.87	80.44

### Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	75.00	84.15	84.56
Black or African American	0.00	100.00	75.90
American Indian or Alaska Native	0.00	75.00	77.82
Asian	0.00	100.00	92.94
Filipino	0.00	0.00	92.20
Hispanic or Latino	0.00	64.86	80.83
Native Hawaiian/Pacific Islander	0.00	0.00	84.06
White	85.71	89.53	90.15
Two or More Races	50.00	54.17	89.03
Socioeconomically Disadvantaged	55.56	79.75	82.58
English Learners	0.00	50.00	53.68
Students with Disabilities	0.00	77.97	60.31

### 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.0	4.8	1.2	8.9	9.4	8.9	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.5	0.6	0.4	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

### 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 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	Yes	
Met Percent Proficient: Mathematics	No	
Met Graduation Rate (if applicable)	N/A	

### Federal Intervention Program (School Year 2014-15)

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	---	4
Percent of Schools Currently in Program Improvement	---	80.0

Note: Cells with "----" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	33	0	0	1	6	6			7	8		
Mathematics	7.5	2	0	0	2	9			5	8		
Science	13	1	0	0	5	4			8	4		
Social Science	20	2	0	0	5	9			7	9		

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 2013-14)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.2	40
Counselor (Social/Behavioral or Career Development)	PHS Staff	---
Library Media Teacher (Librarian)	PHS Staff	---
Library Media Services Staff (Paraprofessional)	PHS Staff	---
Psychologist	PHS Staff	---
Social Worker	0	---
Nurse	PHS Staff	---
Speech/Language/Hearing Specialist	PHS Staff	---
Resource Specialist	PHS Staff	---
Other	0	---

Note: Cells with "---" 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 2012-13)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	13345	1237	12107	51347
District	---	---	4941	\$58,306
Percent Difference: School Site and District	---	---	145.0	-14.4
State	---	---	\$4,690	\$63,037
Percent Difference: School Site and State	---	---	118.7	-18.7

Note: Cells with "---" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**

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

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,340	\$38,920
Mid-Range Teacher Salary	\$50,504	\$59,803
Highest Teacher Salary	\$75,335	\$78,096
Average Principal Salary (Elementary)	\$79,472	\$95,836
Average Principal Salary (Middle)	\$89,440	\$99,849
Average Principal Salary (High)	\$90,980	\$107,599
Superintendent Salary	\$165,000	\$151,912
Percent of Budget for Teacher Salaries	37	37
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 Courses (School Year 2013-14)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>		---
<b>English</b>		---
<b>Fine and Performing Arts</b>		---
<b>Foreign Language</b>		---
<b>Mathematics</b>		---
<b>Science</b>		---
<b>Social Science</b>		---
<b>All courses</b>		

Note: Cells with "---" do not require data.

\* Where there are student course enrollments.

**Professional Development**

---

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.