

# Paradise eLearning Academy

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Paradise eLearning Academy
<b>Street</b>	5911 Maxwell Dr
<b>City, State, Zip</b>	Paradise, CA 95969-4023
<b>Phone Number</b>	530-872-6425 ext 3104
<b>Principal</b>	Michael Ervin
<b>Email Address</b>	mervin@pusdk12.org
<b>School Website</b>	<a href="http://elearning.pusdk12.org/">http://elearning.pusdk12.org/</a>
<b>County-District-School (CDS) Code</b>	04-61531-0121715

## 2022-23 District Contact Information

<b>District Name</b>	Paradise Unified School District
<b>Phone Number</b>	530-872-6400
<b>Superintendent</b>	Tom Taylor
<b>Email Address</b>	scraft@pusdk12.org
<b>District Website Address</b>	<a href="https://www.pusdk12.org/">https://www.pusdk12.org/</a>

## 2022-23 School Overview

The Paradise eLearning Academy is an online and offline Independent Study public school of Paradise Unified School District. The academy serves students in grades K through 12 throughout Paradise, Magalia, Stirling City, and Concow. 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.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	4
Grade 1	2
Grade 2	5
Grade 3	3
Grade 4	3
Grade 5	3
Grade 6	1
Grade 7	2
Grade 8	3
Grade 9	1
Grade 10	19
Grade 11	27
Grade 12	35
<b>Total Enrollment</b>	<b>108</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	50.0
American Indian or Alaska Native	2.8
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	13.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	9.3
White	74.1
English Learners	0.9
Foster Youth	0.0
Homeless	1.9
Migrant	0.0
Socioeconomically Disadvantaged	69.4
Students with Disabilities	15.7

## 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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.00	0.32	98.30	80.10	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.60	1.30	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	5.20	4.24	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	7.30	6.02	12115.80	4.41
<b>Unknown</b>	6.20	99.68	10.20	8.33	18854.30	6.86
<b>Total Teaching Positions</b>	6.20	100.00	122.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Edmentum 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. On an ongoing basis, Edmentum 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.

Year and month in which the data were collected

January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Common Core English 1-4, AP English Language and Composition, English Literature and Composition, Creative Writing, Media Literacy - Edmentum 2020-2021	Yes	0%
<b>Mathematics</b>	Common Core Math Foundations, Math I, Math II, Math III, Financial Literacy, Pre-Calculus, AP Calculus, Probability and Statistics, AP Statistics, Mathematics of Personal Finance Edmentum 2020-2021	Yes	0%
<b>Science</b>	Physical Science, Life Science, Biology, Physics -Edmentum 2020-2021	Yes	0%
<b>History-Social Science</b>	Geography and World Cultures, World History, Modern World History, U.S. History,U.S. Government and Politics, U.S. and Global Economics, AP US Government and Politics, Multicultural Studies, Sociology, Psychology - Edmentum 2020-2021	Yes	0%
<b>Foreign Language</b>	Spanish 1-III, French I-III, German I -Edmentum 2020-2021	Yes	0%
<b>Health</b>	Skills for Health - Edmentum 2020-2021	Yes	0%

<b>Visual and Performing Arts</b>	Art Appreciation and Music Appreciation, Photography, Theatre and Film -2020-2021	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Wet labs in conjunction with Paradise Junior Senior High School - annual review of availability and quality	Yes	0%

## School Facility Conditions and Planned Improvements

Due to the passing of the School bond on November 7, 2018 and the Camp Fire on November 8, 2018 There are many new facilities and upgrades happening in Paradise Unified School District (PUSD). On January 18, 2022 PUSD approved the Facilities Project Priorities List where every site will have improvements. Paradise eLearning is located in one of the computer labs on the Paradise High School campus. It consists of 27 student computers, 4 teacher computers, and a cart of dell laptops. In addition, the library will serve as an important teaching and learning center for staff and students once completed. Paradise High School broke ground on a new 19 classroom with administration building. The old administration and 4 classroom building was demolished to make room for the new building. We are also upgrading our underground infrastructure and adding a back-up generator to power all of the building on the main campus in the event of a power outage.

<b>Year and month of the most recent FIT report</b>	December 2022
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	16	N/A	36	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	7	N/A	28	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	48	31	64.58	35.42	16.13
<b>Female</b>	17	10	58.82	41.18	--
<b>Male</b>	30	21	70.00	30.00	14.29
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	12	6	50.00	50.00	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	33	23	69.70	30.30	17.39
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	30	19	63.33	36.67	21.05
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	47	30	63.83	36.17	6.67
<b>Female</b>	17	10	58.82	41.18	--
<b>Male</b>	29	20	68.97	31.03	10.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	12	6	50.00	50.00	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	33	23	69.70	30.30	8.70
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	29	18	62.07	37.93	11.11
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	24.59	16.67	21.53	22.02	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	54	42	77.78	22.22	16.67
<b>Female</b>	26	21	80.77	19.23	14.29
<b>Male</b>	27	21	77.78	22.22	19.05
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	42	34	80.95	19.05	17.65
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	35	30	85.71	14.29	13.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 Career Technical Education Programs

Paradise eLearning offers 11 pathways through Edmentum along with 54 Career and Technical Education classes. Pathways include Agriculture, Art Media and Entertainment, Building and Construction, Business and Finance, Education and Child Development, Engineering and Architecture, Health Science, Hospitality and Tourism, Marketing and Sales, and Manufacturing and Product Development. Paradise eLearning Academy in conjunction with Paradise Junior Senior High School offers several different pathways for Career Technical Education. PJSHS offers courses in Advanced Child Development, Child Development, Introduction to Engineering, Principles of Engineering, Engineering & Architectural Design, Architectural Drawing, Manufacturing Processes, Advanced Computer Applications, Graphic Design, Multimedia Applications, Medical & Hospital Careers, Wood Manufacturing, and Advanced Wood Manufacturing.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	114
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	80.38
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

## B. Pupil Outcomes

### 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 area of physical education.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5					
Grade 7				0	
Grade 9	20%	20%	20%	20%	20%

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Paradise eLearning Academy's School Site Council. The SSC includes: Principal, Lead Teacher, Staff, Students, and Parents. Parent contact is through our monthly eLearning newsletter, Edmentum weekly progress reports, via email, phone calls to parents/guardians, invitations to LCAP meetings and surveys, and our school facebook site and website.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		20	11.1		14	8		8.9	7.8
Graduation Rate		80	88.9		82.1	89.9		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	45	40	88.9
<b>Female</b>	24	24	100.0
<b>Male</b>	20	15	75.0
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	0	0	0.0
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.0
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	--	--	--
<b>White</b>	34	31	91.2
<b>English Learners</b>	0	0	0.0
<b>Foster Youth</b>	0	0	0.0
<b>Homeless</b>	38	36	94.7
<b>Socioeconomically Disadvantaged</b>	44	40	90.9
<b>Students Receiving Migrant Education Services</b>	0	0	0.0
<b>Students with Disabilities</b>	--	--	--

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	191	160	119	74.4
Female	88	77	58	75.3
Male	101	81	60	74.1
American Indian or Alaska Native	5	5	5	100.0
Asian	0	0	0	0.0
Black or African American	1	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	39	29	19	65.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	18	15	12	80.0
White	128	111	83	74.8
English Learners	2	2	1	50.0
Foster Youth	3	2	2	100.0
Homeless	9	9	7	77.8
Socioeconomically Disadvantaged	142	118	92	78.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	33	26	24	92.3

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.08	7.38	2.45
Expulsions	0.00	0.21	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	1.60	7.71	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2022-23 School Safety Plan

Paradise eLearning is located on the campus of Paradise Senior High School and follows its comprehensive safety plan. The PHS plan was developed in collaboration with the School Site Council, school staff and administration, 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.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	4	1	
Mathematics	12	6	1	
Science	4	5		
Social Science	6	11		

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	35		
Mathematics	3	45		
Science	4	18		
Social Science	3	47		

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	22		
Mathematics	4	28		
Science	6	11		
Social Science	4	28		

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.2

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11795	3972	7823	71118
District	N/A	N/A	8080	\$70,925
Percent Difference - School Site and District	N/A	N/A	-3.2	0.3
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	17.0	-10.7

## 2021-22 Types of Services Funded

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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$40,060	\$48,503
Mid-Range Teacher Salary	\$60,700	\$74,912
Highest Teacher Salary	\$99,998	\$100,321
Average Principal Salary (Elementary)	\$110,189	\$122,160
Average Principal Salary (Middle)	\$97,676	\$127,632
Average Principal Salary (High)	\$121,557	\$137,578
Superintendent Salary	\$159,000	\$198,665
Percent of Budget for Teacher Salaries	29%	31%
Percent of Budget for Administrative Salaries	5%	6%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	1

## Professional Development

There is 3 Professional Development days district wide. 2 of the days are district wide, the 3rd is chose by teacher during the week prior to the first day of school. There are also weekly short Wednesdays department. During both of these student data is reviewed to identify need. Staff then mentor one another in identifying effective instructional practices. Site administrators also participate in the PD through these days, the evaluation (which is used to establish goals and identify PD). In addition, 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. Trama informed Practices is also a priority for all staff. Teachers are supported through teacher-principal meetings and counselors. The director and teachers attend conferences that support our student achievement goals. Staff have had available to them additional counseling and trama/loss specialists, Nurtured Heart, TacCom, Trauma Informed, Capturing Kids Hearts, PBIS Strategies, Virtues, Mindfulness, and yoga. Continued PD for 20-21 consists of RULER training, and other opportunities with a wide variety of topics through BCOE.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	1		