

Paradise eLearning Academy

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Paradise eLearning Academy
Street	5911 Maxwell Dr
City, State, Zip	Paradise, CA 95969-4023
Phone Number	530-872-6425 ext 3104
Principal	Christina Voigt
Email Address	cvoigt@pusdk12.org
School Website	http://elearning.pusdk12.org/
County-District-School (CDS) Code	04-61531-0121715

2023-24 District Contact Information

District Name	Paradise Unified School District
Phone Number	530-872-6400
Superintendent	Tom Taylor
Email Address	scraft@pusdk12.org
District Website	https://www.pusdk12.org/

2023-24 School Description and Mission Statement

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 6 year accreditation in June 2018 and has a visit scheduled in Fall of 2023. We envision a learning environment uniquely able to prepare students to excel in a diverse, technologically advanced society.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 1	1
Grade 2	1
Grade 3	2
Grade 4	2
Grade 5	2
Grade 6	2
Grade 7	2
Grade 8	3
Grade 9	6
Grade 10	8
Grade 11	14
Grade 12	25
Total Enrollment	68

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.6%
Male	57.4%
American Indian or Alaska Native	2.9%
Hispanic or Latino	14.7%
Two or More Races	10.3%
White	72.1%
English Learners	1.5%
Foster Youth	1.5%
Homeless	4.4%
Socioeconomically Disadvantaged	67.6%
Students with Disabilities	20.6%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.00	0.32	98.30	80.10	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	1.30	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.20	4.24	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.30	6.02	12115.80	4.41
Unknown	6.20	99.68	10.20	8.33	18854.30	6.86
Total Teaching Positions	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)	0.60	12.37	87.30	77.77	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	2.67	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	4.67	6.70	6.04	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	5.27	7.30	6.56	11953.10	4.28
Unknown	3.80	77.28	7.80	6.94	15831.90	5.67
Total Teaching Positions	4.90	100.00	112.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.20
Total Out-of-Field Teachers	0.00	0.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent 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 - Edmentum 2020-2021	Yes	0%
Mathematics	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%
Science	Physical Science, Life Science, Biology, Physics -Edmentum 2020-2021	Yes	0%
History-Social Science	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%
Foreign Language	Spanish 1-III, French I-III, German I -Edmentum 2020-2021	Yes	0%
Health	Skills for Health - Edmentum 2020-2021	Yes	0%
Visual and Performing Arts	Art Appreciation and Music Appreciation, Photography, Theatre and Film -2020-2021	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	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 in room 403. It consists of 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 that is scheduled to be completed in June of 2023. The old administration and 4-classroom building was demolished to make room for the new building. We have also upgraded our underground infrastructure and added a back-up generator to power all of the building on the main campus in the event of a power outage.

Year and month of the most recent FIT report

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness:	X			

School Facility Conditions and Planned Improvements

Overall Cleanliness, Pest/Vermin Infestation				
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 Rate

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 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	16	26	36	35	47	46
Mathematics (grades 3-8 and 11)	7	5	28	27	33	34

2022-23 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
All Students	32	19	59.38	40.62	26.32
Female	15	10	66.67	33.33	--
Male	15	7	46.67	53.33	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	10	50.00	50.00	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	18	69.23	30.77	27.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	6	50.00	50.00	--

2022-23 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
All Students	32	19	59.38	40.62	5.26
Female	15	10	66.67	33.33	--
Male	15	7	46.67	53.33	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	10	50.00	50.00	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	18	69.23	30.77	5.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	6	50.00	50.00	--

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	16.67	10.53	22.02	18.02	29.47	30.29

2022-23 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
All Students	39	20	51.28	48.72	10.53
Female	14	8	57.14	42.86	--
Male	25	12	48.00	52.00	18.18
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	12	44.44	55.56	0.00
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	19	59.38	40.62	11.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	7	58.33	41.67	--

2022-23 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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	68
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	76.27
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	4.55

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	--	--	--	--	--
Grade 9	--	--	--	--	--

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.

2023-24 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 weekly call, 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	6.8	11.1	3.7	6.9	8	13.3	9.4	7.8	8.2
Graduation Rate	93.2	88.9	96.3	89.7	89.9	85.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	27	26	96.3
Female	--	--	--
Male	16	16	100.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	21	20	95.2
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	23	22	95.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	122	110	62	56.4
Female	55	51	30	58.8
Male	65	57	31	54.4
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	2	2	1	50.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	0	0	0.0
Hispanic or Latino	21	18	9	50.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	8	2	25.0
White	89	82	50	61.0
English Learners	3	2	0	0.0
Foster Youth	1	1	0	0.0
Homeless	5	4	3	75.0
Socioeconomically Disadvantaged	92	85	46	54.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	25	23	11	47.8

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	1.60	7.71	7.29	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

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

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	1		
1	3	1		
2	1	1		
3	1	1		
4	1	1		
6	2	4		
Other	17	4		1

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	1	4		
Other	21	1	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	1	10	0	0
Other	9	2	0	0

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		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	5	17	0	0
Mathematics	4	17	0	0
Science	3	11	0	0
Social Science	4	18	0	0

2022-23 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

2022-23 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	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$74,223
Percent Difference - School Site and District	N/A	N/A	-3.2	0.3
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	17.0	-10.7

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$41,060	\$47,616
Mid-Range Teacher Salary	\$62,170	\$75,580
Highest Teacher Salary	\$101,468	\$100,485
Average Principal Salary (Elementary)	\$113,010	\$114,067
Average Principal Salary (Middle)	\$101,545	\$123,622
Average Principal Salary (High)	\$123,988	\$125,386
Superintendent Salary	\$163,000	\$157,977
Percent of Budget for Teacher Salaries	23.37%	27.82%
Percent of Budget for Administrative Salaries	4.65%	5.78%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

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

Professional Development

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 trauma/loss specialists, Nurtured Heart, TacCom, Trauma Informed, Capturing Kids Hearts, PBIS Strategies, Virtues, Mindfulness, RULER, and PLC work. Continued PD for 23-24 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3