

eCademy Charter at Crane School

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

School Name	eCademy Charter at Crane School
Street	1100 Cahill Ave.
City, State, Zip	Turlock, CA 95380-4102
Phone Number	(209) 669-3410
Principal	Tim Norton
Email Address	tnorton@turlock.k12.ca.us
School Website	https://www.turlock.k12.ca.us/domain/1422
County-District-School (CDS) Code	5075739

2022-23 District Contact Information

District Name	eCademy Charter at Crane
Phone Number	209.667.0633
Superintendent	Dana Trevethan
Email Address	dtrevethan@turlock.k12.ca.us
District Website Address	www.turlock.k12.ca.us

2022-23 School Overview

Our mission at eCademy Charter: is to support our students in becoming responsible life-long learners through flexible and individualized programs.

Objectives

- All students will incorporate technology, individually and collaboratively, to achieve their academic goals.
- Each student will set and achieve personal and academic goals.
- All students will develop and consistently demonstrate character traits necessary to be socially responsible and self-motivated citizens in our community.

eCademy Charter is an alternative education site which offers traditional independent studies, fully utilizing an online learning platform with students attending school at least one day per week to meet with the teacher. eCademy Charter is dependent of TUSD and aligns with its educational philosophy and is in the process of writing their LCAP for the 2023-24 school year. eCademy Charter continues to serve students within and outside the district. eCademy Charter's ultimate goal is to educate students and ensure a high school diploma is earned.

Vision Statement: to graduate responsible citizens who are college and career ready.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	7
Grade 8	14
Grade 9	15
Grade 10	21
Grade 11	22
Grade 12	17
Total Enrollment	96

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.1
Male	46.9
American Indian or Alaska Native	1.0
Asian	1.0
Black or African American	1.0
Filipino	0.0
Hispanic or Latino	53.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	5.2
White	38.5
English Learners	12.5
Foster Youth	1.0
Homeless	1.0
Migrant	1.0
Socioeconomically Disadvantaged	66.7
Students with Disabilities	6.3



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)	2.50	43.39	551.80	86.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.70	0.58	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	13.60	2.13	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.30	56.44	35.90	5.63	12115.80	4.41
Unknown	0.00	0.00	33.30	5.22	18854.30	6.86
Total Teaching Positions	5.90	100.00	638.40	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)	2.40	42.83	562.30	88.04	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.60	1.35	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	7.70	1.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.20	39.51	24.70	3.87	11953.10	4.28
Unknown	0.90	17.31	35.30	5.53	15831.90	5.67
Total Teaching Positions	5.70	100.00	638.70	100.00	279044.80	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.

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

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	3.30	2.20
Total Out-of-Field Teachers	3.30	2.20

2021-22 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)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade TK: World of Wonders/2016-17; Grades K-5: Wonders/2016-17; Grade 6: SpringBoard/2016 Grades 7-8: SpringBoard/2016; Grades 7-8 Intervention: Read 180/2008 Grades 9-11: Edge Reading, Writing & Language (Level A, Level B, and Level C) English Intensive Intervention Program & ELD 2014, Grades 9: MyPerspectives ELA/2017, Grades 10&11: MyPerspectives ELA/2003 Grade 11 AP The Language of Composition/2018; Grade 11 AP The Norton Reader/2016 Grade 12 AP The Bedford Intro to Lit/2008; Grade 12: Expository Reading and Writing Course/2013; Grade 12 They Say, I Say/2013;	Yes	0%
Mathematics	Grades TK-6: Eureka Math/2015 Grades 7-8: Eureka Math/2015 Grades 9-10 Integrated Math 1/2015; Grades 9-10 Integrated Math 1 Honors/2015; Grade 10 Integrated Math II/2016; Grade 10 Integrated Math II Honors/2016; Grade 11 Integrated Math III/2017 Grade 11 Integrated Math III Honors/2017; Grade 12 Transition to College Level Math/2020; Grades 9-12 Calculus of a Single Variable/2014; Grades 9-12 Practice of Statistics/2015	Yes	
Science	Grades K-5: Amplify Science CA/2021; Grade 6: Amplify Science/2020 Grade 7: Amplify Science/2020; Grade 8: Amplify Science/2020 Grades 9-12 Biology California/2008; Grades 9-12 Honors Campbell Essential Biology with Physiology/2010; Grades 11-12 AP Biology 12th Edition/2020; Grades 9-12 Chemistry California 2007; Grades 9-12 Honors Basic Chemistry 5th Edition/2017; Grades 9-12 AP Chemistry/2012, 2015; Grades 9-12 Hole's Anatomy/2015; Grades 9-12 Conceptual Physics/2002, 2009; Grades 9-12 College Physics/2014 Grades 9-12 AP Physics/2002	Yes	
History-Social Science	Grade TK: We Need and What Does; Grades K-5: IMPACT California Social Studies/2019; Grade 6: World History: Ancient Civilizations/2019 Grade 7: World History: Medieval to Early Modern Times/2019; Grade 8: United States History American Stories: Beginnings to World War 1/2019; Grade 10 Impact: World History, Culture & Geography: The Modern World-CA Edition/2019; Grade 10 Western Civilization/2016; Grade 10 Ways of the World/2020; Grade 11 Impact: United States History & Geography/2019; Grade 11 The American Pageant/2012,2016; Grade 12 American Government & Politics Today/2012; Grade 12 AP American Politics Today/2017 Grade 12 Impact: Principles of American Democracy/2019; Grade 12 Impact: Principles of Economics/2019; Grade 12 AP Krugman's Economics for AP/2011	Yes	
Foreign Language	Spanish Grades 7-8 Descubre/2017; Grades 9-12 Descubre Level 1 - 3, Vista Higher Learning/2017, Espanol Escrito 5, Pearson/2005, Reflexiones AP Edition, Pearson/2013, Mundo Real & Mundo Real 2, Cambridge/2015, Abriendo	Yes	0%

	Paso: Lecturas, Pearson/2014, Abriendo Paso: Gramatica, Pearson/2014, Imagina: Espanol sin b; Portuguese Grades 7-8 Bom Dia! Level 1, Spinner Publications/2002; Grades 9-12 Ponto De Encontro, Prentice Hall/2007; German Grades 9-12 Geni@! Klick German Textbook Level 1 and Level 2, Klett-Langenscheidt/2013; French Grades 9-12 Discovering French Today! Levels 1-3, McDougal Littell/2013		
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements

An assessment was done in September 2022 using the Facility Inspection Tool (FIT), eCademy is currently a Williams School; as such this inspection was completed by SCOE representative John Cicinato. The school buildings and grounds of eCademy have been deemed to be 'clean, safe and functional', having no condition that poses an emergency or urgent threat to the health and safety of pupils or staff. Copies of the District Safety Inspections and Williams Inspections are maintained on file in the Turlock Unified School District Maintenance and Operations office. Safety: A safety plan is in effect. Certificated and classified staffs are vigilant in maintaining student safety. All staff wear identification badges and all visitors check in and out at the school office. Cleanliness: eCademy Charter at Crane School employs one full-time Custodian/Groundskeeper who is responsible for the daily upkeep of all the facilities including grounds. Supervision and backup of this employee is provided by the THS Operations Department. All state and district guidelines governing the custodian tasks have been implemented and are followed in accordance with all applicable laws. Improvements: eCademy Charter at Crane School is a new completely remodeled campus which opened in 2011. Adequacy: The Turlock Unified School District prides itself in offering clean, safe and adequate school facilities. Our buildings offer adequate heat and air and are maintained in accordance with stringent state and district guidelines. FIT Results: The FIT form dated September 2022 may list some items found during the site inspection. These items should not be confused as 'Non-functioning' or affect the overall statement of the school site that it is 'clean, safe and functional.' Work orders are input on a regular basis and are usually addressed within a two week period of time.

Year and month of the most recent FIT report

September 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: Overall Cleanliness, Pest/Vermin Infestation	X			
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			

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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	22	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	9	N/A	25	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
All Students	69	60	86.96	13.04	21.67
Female	39	32	82.05	17.95	34.38
Male	29	28	96.55	3.45	7.14
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	39	34	87.18	12.82	17.65
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	24	20	83.33	16.67	30.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	41	37	90.24	9.76	21.62
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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
All Students	69	58	84.06	15.94	8.62
Female	39	31	79.49	20.51	12.90
Male	29	27	93.10	6.90	3.70
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	39	34	87.18	12.82	5.88
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	24	18	75.00	25.00	11.11
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	41	36	87.80	12.20	5.56
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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
Science (grades 5, 8 and high school)	10.81	13.73	25.92	22.84	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
All Students	78	51	65.38	34.62	13.73
Female	44	23	52.27	47.73	21.74
Male	34	28	82.35	17.65	7.14
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	42	29	69.05	30.95	10.34
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	32	19	59.38	40.62	15.79
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	29	65.91	34.09	10.34
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

eCademy students have access and opportunities to be concurrently enrolled in courses at our two comprehensive high schools.

John H. Pitman High School: 8 Sectors, 14 Pathways, 30 Courses

Turlock High School: 9 Sectors, 13 Pathways, 33 Courses

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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	46.67
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 7	80.0%	93.3%	93.3%	93.3%	93.3%
Grade 9	72.0%	56.0%	60.0%	60.0%	60.0%

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

- School Enrollment requires a meeting with the Principal (an orientation of school offerings and documents signed)
- Round-Up: schedule, school info, etc.
- Back-to-school Night
- Open House
- Newly formed LCAP Committee (formerly Crane Council and School Site Council) meets quarterly with staff, parents, and community partners including EL parents

CRANE notes written to highlight weekly events available on the school's website

- Crane Connect monthly Parent Newsletter (English and Spanish on the website)
- School Web Page (Twitter: TNorton@crane1)
- Academic and Character Recognition student of the month
- COVID-19 staff, parent, and student trainings
- BB Coms utilized to inform parents of upcoming events
- Teachers meet with parent at 1st appointment each semester and as needed throughout the year (Parent teacher conferences scheduled three times per year for struggling students)
- For HS students, School Counselor meets with student and parent to set up a 4 yr. Plan

College/Career Navigator on site one day per week

- Counselor is always available and constantly meets with students and families
- Student Support Clinician is available for individual and group student sessions
- Email communication with parents from staff
- WASC accredited
- School Open Door Communication Policy

For more information, please contact the school office at 209-669-3410.

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		2.9	10.7		3.2	5.2		8.9	7.8
Graduation Rate		94.1	89.3		94.2	93.1		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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	28	25	89.3
Female	13	12	92.3
Male	15	13	86.7
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	14	13	92.9
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	20	18	90.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	184	175	144	82.3
Female	99	96	78	81.3
Male	84	79	66	83.5
American Indian or Alaska Native	1	1	1	100.0
Asian	2	2	2	100.0
Black or African American	5	5	5	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	108	104	88	84.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	4	66.7
White	61	56	43	76.8
English Learners	20	20	17	85.0
Foster Youth	2	2	2	100.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	130	126	105	83.3
Students Receiving Migrant Education Services	2	2	2	100.0
Students with Disabilities	11	11	7	63.6

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	3.37	3.07	2.45
Expulsions	0.00	0.01	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	8.70	0.99	6.47	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.70	0.00
Female	9.09	0.00
Male	8.33	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	9.26	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.56	0.00
English Learners	25.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	9.23	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Key Elements of the Comprehensive School Safety Plan: In the Turlock Unified School District, components satisfying each of the following items have been developed and are included in the Comprehensive School Safety Plan, when approved by each site council. These components were approved by the staff on May 19, 2022.

1. Disaster procedures, routine and emergency
2. Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27
3. Procedures to notify teachers of dangerous pupils pursuant to Section 49070
4. A sexual harassment policy, pursuant to subdivision (b) of Section 212.6
5. The provisions of any school-wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel" if the school has adopted a dress code. For these purposes, the safety plan defines "gang-related apparel"
6. Procedures for safe ingress and egress of pupils, parents, and school employees to and from school
7. A safe and orderly environment conducive to learning at school
8. The rules and procedures on school discipline (student accountability) adopted pursuant to Sections 35391 and 35291.5
9. Assessment of the current status of school crime committed on school campuses and at school related functions
10. Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Title 1 of Part 4 of the Penal Code

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	7	25		
Mathematics	7	22		
Science	7	18	2	
Social Science	5	33		

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	40		
Mathematics	6	16		
Science	7	16		
Social Science	3	44		

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	5	33		
Mathematics	6	23		
Science	6	17		
Social Science	3	38		

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	96

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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.4

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	17,216	4,924	12,292	91,103
District	N/A	N/A	8,280	\$87,264
Percent Difference - School Site and District	N/A	N/A	39.0	4.3
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	60.3	3.1

2021-22 Types of Services Funded

eCademy Charter utilizes a wide variety of services available that support and assist students in our schools. Some of these include: students in all grades have access to chrome book/technology, as a take home device for the online learning platform. Students also have access to "hot spots" if the internet connection is lacking, or to come to school to work in the SPACE if further support is needed. Students can utilize the services of the school academic counselor, our College/Career Navigator (One day per week) along with our Student Support Clinician (50% FTE but also available for emergencies when not on site). As a parent support, eCademy welcomes families to both our Back to School Night and Open House, along with a newly formed LCAP committee, which meets four times per year, with members of the public always welcome. All of the above encourages building a positive culture and strong community for students and families.

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	\$57,714	\$54,370
Mid-Range Teacher Salary	\$81,321	\$82,681
Highest Teacher Salary	\$109,390	\$106,610
Average Principal Salary (Elementary)	\$143,186	\$135,283
Average Principal Salary (Middle)	\$147,401	\$141,244
Average Principal Salary (High)	\$153,718	\$152,955
Superintendent Salary	\$238,130	\$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 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

Professional Development

The Turlock Unified School District Local Control Accountability Plan prioritized district-wide professional development opportunities for TK-12 to include coaching and mentoring of staff; programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas; social-emotional learning; English language development; PLC's; and leadership. TUSD's initiatives and staff input continue to drive the professional development offerings.

PD formats for teachers were made available in the following ways: In-person, live on Zoom, webinars, video recordings, podcasts, and newsletter releases. Topics included: Restorative Practices, Culturally Responsive School Leadership, and Foundational Skills.

Staff is provided with weekly embedded collaboration time in addition to opportunities for extended collaboration at site determined periods throughout the school year. The collaboration time allows teachers to apply new learning and make strategic decisions regarding the use of curriculum and assessments. Year one and year two teachers are enrolled in TUSD's Induction Program. The Induction Program activities are based on the California Standards for the Teaching Profession which outlines the numerous interconnected skills that comprise the professional practices of teaching. New administrators are supported through their participation in the Stanislaus County Office of Education Administrator Induction Program.

There are several formal Special Education administrative and teacher trainings scheduled each year that include the following topics: Service delivery for special education students with various handicapping conditions, the referral process for students with special education needs, how to accurately complete the IEP documents, how to maintain legally defensible reports/IEP documents/meetings, behavioral tools/strategies for district staff, case law and disability awareness. At sites, training specific to the students and programs at each site occurs throughout the school year.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3