

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**

eCademy Charter at Crane School

**1100 Cahill Street
Turlock, CA 95380
Turlock Unified School District
February 5 - 7, 2024**

Visiting Committee Members

Tanya Prucher, Chairperson
Instructional Specialist, Marconi Learning Academy

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Lead Teacher, Crescent View South II Public Charter

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NOTE: The visiting committee report format now includes the ratings on the accreditation status factors and the rationale integrated throughout the report. Please bold and underline the ratings. Use the Accreditation Status Worksheet.

- **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
 - **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
 - **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
 - **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.
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Introduction

- **Provide a brief background of the school, a concise description of programs offered, and a description or list of schoolwide strategies that promote diversity, equity, and inclusion.**
- **Summarize the involvement and collaboration of stakeholders/educational partners in the self-study process.**

eCademy Charter at Crane School is a dependent charter school of Turlock Unified School District and aligns with its educational philosophy. It is an alternative education K - 12 Independent Study program accredited by WASC located in the city of Turlock, CA near the downtown area. They were previously a blended learning model charter school and have moved to a traditional independent student model. They offer online learning for grades 7-12 using the Edgenuity web-based program and offer a homeschool option for grades K - 6 that uses the same curriculum as Turlock Unified School District. eCademy Charter's ultimate goal is to educate scholars and provide a clear pathway to a high school diploma for all students.

eCademy Charter is a staff of 7 full-time teachers, 1 part-time teacher, 1 full-time school counselor, 1 part-time mental health clinician, 1 full-time paraprofessional, 1 part-time paraprofessional, 1 full-time secretary, 1 part-time attendance secretary, 1 full-time custodian and 1 principal. eCademy's WASC historical timeline started in 2007 with a scheduled Initial Self - Study which was canceled. In 2011 a full Self - Study was completed, in 2014 a Mid - Term Review occurred, in 2015 a Progress Visit was held, in 2016 a Substantive Change Visit occurred, and in 2017 a full Self - Study was carried out. In 2021 a Mid - Term Review was completed, in 2022 another Substantive Change Visit was granted and now their full Self - Study for 2024.

The WASC coordinators and the school principal guided the WASC Committee in the Self - Study writing process. Timelines were established, meetings were scheduled and key members were invited to participate in the WASC Self Study. Staff meetings and weekly PLC time was used for the collaboration and writing process. They established collective commitments and analyzed student/school data to identify students' needs. The Self - Study process also included district office personnel, community members, parents and students and resulted in a Schoolwide Action Plan used to guide their instruction.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The Visiting Committee (VC) observed the entire school team being involved in data review, analysis and dialogue about the school's effectiveness and perceived strengths and growth areas. The involvement and collaboration provided an opportunity to assess how the individualized learning plans guide student success, how the school compares to the WASC criteria and how the local, regional and agency partners work together to best support student success. The self-study occurred in an environment of continuous improvement and analysis of school effectiveness.

Chapter 1: Progress Report

- **Synthesize any significant developments since the last full visit and their impact on student learning.**
- **Briefly describe the action plan/SPSA implementation process and how the school monitors progress.**
- **Summarize the school's progress on the action plan/SPSA that incorporated all schoolwide growth areas from the last full self-study and all intervening visits.**
- **Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to increase high achievement for all students and why identified growth areas may not be identified in the current schoolwide action plan/SPSA.**

In April 2023, it was announced that eCademy would have a new principal starting the 2023 - 2024 school year. Gabe Ontiveros was selected as the new and returning principal. He served as principal in 2016 - 2017 and led the Self-Study Process that year.

In 2022 - 2023 eCademy moved from a blended learning model to a traditional independent studies model. A student referral process is now in place. In and out-of-district students meet with the principal for final enrollment approval.

The majority of their 7-12 curriculum is now delivered through Edgenuity, an online learning platform where many of the classes are A-G approved and eCademy is now NCAA-approved. The K - 6 homeschool program was also reestablished and staffed to support those grade levels.

In addition to the adoption of the online Edgenuity program for 7 - 12, aCademy added 21st Century Skills classes for 9th graders and Work Experience classes for 11th and 12th grades. The K - 6 home school program utilizes the K - 6 district-adopted curriculum in all subject content.

eCademy's enrollment has been increasing since 2021.

Improvements to the outdoor space as well as the front office were made in 2022. One classroom was converted into a comfortable work area for students called The SPACE.

The district turned responsibility for writing eCademy's LCAP over to the site.

In a year of significant change, eCademy continued to make progress in the implementation of

the Schoolwide Action Plan. The process begins each year when the principal and teachers determine the steps needed to implement the Action Plan. Data collected over the course of the year is reviewed in faculty meetings, PLC meetings, and LCAP Steering Committee meetings.

WASC Action Plan Goal #1: Vision and Purpose:

1. Establish consistent leadership with clear vision and purpose throughout the school.
2. Increase parent involvement throughout the educational process for each student.
3. Efficiently meet the needs of students and staff to ensure all students learn at high levels.

LCAP GOAL #1 Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & well-being & promote college & career readiness among all students.

LCAP GOAL #4 Parent Engagement: Expand opportunities to increase parent & family involvement to support District initiatives.

LCAP GOAL #5 Safety & Security: Uphold policies, & procedures, & maintain facilities that reflect a safe, secure environment.

The return to a traditional IS model has clarified eCademy's purpose and student population. Teachers meet one-on-one with students. There has been an increase to weekly meeting times allowing for more instruction and intervention. They will continue to monitor student learning and needs and make adjustments when necessary.

Parent involvement has increased due to changes in the school model. Parents must attend the first appointment with their student. This has increased parental understanding of the program and its requirements and led to better communication between parents, teachers, and students.

Writing their own LCAP has allowed them to write goals that are more specifically targeted to their student population and school model

WASC Action Plan Goal #2: Student Learning:

1. Implement best practices of the PLC culture in order to more specifically focus on student achievement.
2. Increase student achievement through multiple measures including attendance, GPA, and credits earned.

LCAP GOAL #1 Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & well-being & promote college & career readiness among all students.

LCAP GOAL #3 Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.

Course modifications to align with the district's vertical articulations and pacing calendars making it a smoother transition for students coming in from other schools in the district.

Continue to use PLC to identify and address barriers to student learning and increase achievement. This has resulted in the hiring of an EL para to help students who are struggling.

Continue to promote concurrent enrollment with area high schools, dual enrollment at local community colleges, and early college classes offered through CSU Stanislaus. In 2023 - 2024, 18 students were concurrently enrolled, 1 student dual enrolled at MJC, and 2 students taking the fall early college class offered by CSU Stanislaus. Additionally, 1 student participated in the Ivy League Project.

The counselor meets with families regularly to review academic progress and conducts workshops to help students understand the educational system. 23.8% more students completed their FAFSA application last year compared to the previous year.

Increase access to college prep, honors and AP Classes through Edgenuity.

WASC Action Plan Goal #3: School Culture and Student Growth:

1. Continue to increase enrollment.
2. Address the specific needs of all students to ensure academic success.
3. Increase the availability of extra/co-curricular activities.

LCAP GOAL #1 Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & well-being & promote college & career readiness among all students.

LCAP GOAL #2 Equity & Access: Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

TUSD's junior high and high schools ended the long-term IS programs that began during the COVID pandemic and began referring those students to eCademy. Enrollment has increased by 37%.

Students can participate in extracurricular activities at their home school (such as Prom, sports, and clubs). Since they are now NCAA-approved, the number of students playing sports for their home schools increased from 1 to 7. Three senior students went to Disneyland in 2023.

Continue to promote eCademy on social media. Fifty-one followers on their newly-created Instagram account.

Principal continues to meet with each family upon enrollment to discuss expectations and a plan for student growth and success. Principal also gets to know students and their families and can discuss relevant curricular and extracurricular options.

Study trips that help students prepare for post-high school life continue: tours of local Community Colleges and Apprenticeship Fairs.

The SPACE (Student Performance/Academic Center at eCademy) was created as a comfortable place for students to study and get help on their assignments. This is staffed by a paraprofessional who is able to monitor progress and answer questions. TUSD's Nutrition Program provides healthy breakfast and lunch snacks.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The school transitioned to an IS model so key findings reflecting current priorities and prior accreditation findings have been modified as needed. The school reported to the VC that they review action plan progress during PLC time and share it with the school community. The schoolwide action plan is updated as needed and progress is shared with most stakeholders/educational partners.

Chapter 2: School and Student Profile and Supporting Data

- Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.
- Include the school's vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.
- Include the CDE CA School Dashboard School Performance Overview data for the school in the report along with other relevant local measures from the school profile as applicable

Enrollment

eCademy's student body enrolls for a variety of reasons and is becoming increasingly diverse.

Almost 20% of students speak a language other than English (seven identified languages) in their homes. To meet this growing need an EL Paraprofessional was hired to provide additional academic support. Some enroll because of anxiety or bullying at their previous school. Some are working and need the flexible schedule, while others are just disengaged from school and independent study is their last opportunity to graduate.

eCademy serves an often vulnerable population so to best serve them, staff put time and effort into building relationships with their students and their parents through one-on-one meetings, frequent communication, and community events

Student Performance

In 2023 CAASPP ELA scores increased to 30% met or exceeded the standard which is a change of 8.34% from the previous year. The most significant increase was in grades seven and eight, with seventh-grade students gaining 26.6% and eighth-grade students gaining 20.46% in "met or exceeded standard." There continues to be a gap between White and Hispanic populations, however Hispanic students' scores increased by 10.23% in the met or exceeded category and decreased that gap by 5.45%. Students with Disabilities population is too low to evaluate.

CAASPP math scores have decreased from 11.13% standard exceeded or met in 2018 - 2019 to 3.37% standard exceeded or met in 2022 - 2023. Students score highest in the problem solving and modeling / data analysis domain.

eCademy uses i-Ready for benchmark assessments 3 times each school year.

Grades 7-12

- 25% or more students grade 7 - 9 are at or above grade level for reading.
- 13% of students in grade 10 and 3% of students in grade 11 are on or above grade level for reading.
- Other than grade 8, no other students are on grade level for math. Grade 8 has 15% on or above grade level.

Grades K-6: The majority of students are at the same level as the end of the previous school Year.

English Learner Data

The number of EL students at eCademy is rising and they have hired an EL Paraprofessional to support the needs of this growing population. The online program offers translation into 16 languages and students may benefit from being able to rewatch the video lectures as many times as needed.

The percentage of students from non-native English-speaking households grew by 1.5% to 25% from 2020 - 2021 to 2021 - 2022, then by 6.7% in 2022 - 2023.

EL reclassification rates for the last two years have been higher than the district EL reclassification rate.

In 2023 7.14% of EL students and 33.33% of RFEP students met or exceeded the standard on the ELA/Literacy CAASPP while none of the EL or RFEP students met the standard for Mathematics.

In 2023 the CA School Dashboard showed 50% making progress towards English language proficiency (English Language Progress Indicator - ELPI)

College and Career Preparation

With the adoption of Edgenuity, students have the option of taking college prep, honors and AP classes. Most students do not intend to attend a four-year college after graduation, however, some plan to enroll in a junior college to seek apprenticeships or enroll in trade schools. Most students come to eCademy because they are deficient in credits or are in crisis. Looking forward, it is a goal to make sure students know about the choices available to them regarding concurrent/dual enrollment, CTE based courses, A-G courses and Advanced Placement classes, and that they understand how the classes they take will impact the options available to them in the future.

Graduation

The data available regarding graduation statistics does not reflect the current program. The changes to eCademy allows them to have a wider variety of A-G courses available which is expected to increase the number of graduates who meet the UC/CSU requirements.

School Climate

Since adopting a traditional IS model, discipline issues on campus, historically already low, have practically disappeared. There are fewer students on campus each day and those students are usually in the presence of a teacher or other staff member. Student surveys and interviews show that they feel safe on campus and don't seem to miss interacting with other students since they can still attend activities at the comprehensive high schools. The staff at eCademy works hard to develop meaningful relationships with students. Although the teachers' focus is on academics, the counselor and student support clinician are widely known on campus to be available to help students with their emotional and/or mental health needs. Students often enroll at difficult times in their lives and they have come to rely on eCademy as a safe place to learn.

Attendance Data

Chronic absenteeism is a problem for eCademy. The numbers are trending downward and they anticipate a further reduction this year. Both the attendance clerk and teachers track student absences. 94% of student survey respondents agreed that “If I am absent, my teacher reaches out to me and/or my parents.” The decrease in the Stability Rate in 2021 - 2022 can be attributed to the change in program as students who preferred the Blended Model program have left.

The vision: To graduate responsible citizens who are college and career ready.

The mission: To support our students in becoming responsible lifelong learners through flexible and individualized programs.

School Purpose: To meet the individual needs of our students, provide a quality education, and graduate all secondary students.

Schoolwide Learner Goals:

Cranes...

Commit to assigned course work and attend school regularly.

Respect for self, others, and the educational process.

Acquire critical thinking, technology, & communication skills.

Network in and outside the community.

Establish a strong work ethic and civility.

Soar into the future, college & career ready.

Major Student Learner Needs

- Discussions reveal the need to design an evaluation process for placement of students into college prep and non-college prep classes.
- Students are struggling to master basic math concepts.
- Although 60% of parents and almost 80% of students said they finished their assigned work daily, the fact is, most of them don't. Working on time management and self-discipline continues to be a priority.
- The student population is struggling with a variety of mental health issues.
- Chronic absenteeism must be reduced to increase attendance rates.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

From the data provided to the VC, students struggle in math concepts across all demographics. The staff was reflective and aware of their need to develop and implement a remedial skill-building curriculum that targets specific areas like math. eCademy continues to create action plan steps around this need.

Chapter 3: Quality of the School's Program

Based on the school's self-study and visiting committee findings:

- For each category of criteria, summarize the findings about the school's effectiveness in addressing each of the *criteria and all the indicators within each category*; include supporting evidence as appropriate.
- Rate the effectiveness of each criterion and complete the narrative rationale for the rating
 - Highlight the areas of strength
 - Highlight the growth areas for continuous improvement
 - List important evidence about student learning from the self-study and the visit that supports these findings, strengths and growth areas for continuous improvement.

Note: When writing the summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *ACS WASC/CDE Accreditation Status Determination Worksheet*).

CATEGORY A. ORGANIZATION FOR STUDENT LEARNING: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1: Vision and Purpose

To what extent a) has the school established a clearly stated vision and purpose reflecting students' needs, current educational research practices, with a focus on diversity, equity, and inclusion and a belief that all students can achieve?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A1.1 Vision and Schoolwide Learner Goals/Graduate Profile: The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards and congruent with research, school practices, and aligned with district goals for students.

A1.2 Equity and Inclusion: The vision and purpose of the school reflects a belief that all students can learn and achieve.

A1.3 Development/Refinement of Vision and Purpose: There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals: There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

Visiting Committee Comments

The Self Study reflected that eCademy has a clear vision and mission for their school. Along with the School Wide Learner Goals, they were developed and established in collaboration with staff, parents, and students and there are effective processes in place to ensure continued periodic review and refinement of them. These guiding statements are shared with the school community via student handbook, school advertisement flyers, school web page and various meeting venues.

Through observations and interviews by the VC, students, parents, and other partners of the school demonstrate understanding of and commitment to the vision, mission, schoolwide learner outcomes, and to the district LCAP.

Vision and Purpose that supports high achievement for all students. :Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

eCademy has a clearly stated vision and purpose reflecting students' needs, current educational research based practices, and ensures every student has what they need to succeed. Processes are in place to ensure involvement of all relevant partners in the development and periodic review and refinement of the vision and purpose, and schoolwide learner goals given the context of an Independent Studies model. Communication processes are in place to ensure understanding of the vision, purpose, and schoolwide learner goals.

A2: Governance

To what extent is school's purpose aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A2.1 Relationship between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

Visiting Committee Comments

eCademy Charter School has open lines of communication with their board and district administration. The district recognizes the unique mission and purpose of eCademy Charter, as well as the diverse needs of its students. District Administrators state they treat eCademy like an extension of their school sites and provide the same oversight regarding the school's progress, community participation, and complaint procedures. eCademy is a dependent charter school to Turlock Unified School District (TUSD), and has a separate LCAP document that mirrors the district. During meetings with the VC, they state they plan to revisit and revise their LCAP Goals during PLC and Faculty Meeting times using their WASC Action Plan and aligning them with the district LCAP Goals.

Governance that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The school's purpose is aligned with governing board goals and focused on student achievement and well-being. Based on conversations with the VC, the school community mostly has an understanding of the role of the governing board and how their decisions, expectations, and initiatives guide the work of the school.

A3: Leadership for Learning

To what extent do the school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students needs and achievement?

To what extent is there evidence of accountability through implementing practices, programs and providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A3.1 Broad-based and Collaborative: The school's leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.

A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

A3.3 School Action Plan/SPSA Correlated to Student Learning: The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

Visiting Committee Comments

eCademy is a dependent charter school to Turlock Unified School District and follows all district guidelines and expectations on school leadership to achieve student learning. Staff state that Professional Development is provided at the beginning of the year as well as a floating PD week. Staff hope to start attending CCIS Conference again next year. If a PD does not apply to their school setting, they can request more appropriate trainings at their site. The superintendent provides guidelines for the quarterly reports due at the end of each quarter. "Creating Equity & Access Report" supplies data on i-Ready, English learners and school culture.

eCademy administration and certificated staff meet every Wednesday for one hour as a Professional Learning Community (PLC) where they collaboratively and professionally look at student data and make decisions as to how best to support their students. Their action plan addresses their growth areas of creating metrics to measure achievement of Schoolwide Learner Goals and using student data to drive instruction and increase academic performance. eCademy holds twice monthly faculty meetings, and frequent parent meetings, conferences, and less formal interactions to address and support student learning. The administration has an open-door policy to immediately address any student learning needs. It is observed that several staff work in the same room to make daily communication easy and collaboration ongoing.

Leadership for Learning that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

Leadership is collaborative and transparent, leading to strong support for student success. The school's leadership, faculty, and staff analyze data to determine student needs, select and implement some aligned strategies, and monitor results. Attention to how data and decisions

impact students' success and well-being is an important next step when evaluating and revising their LCAP goals.

A4: Qualified Staff and Professional Development

To what extent do qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college- and career-readiness expectations.

A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Visiting Committee Comments

eCademy presently employs 7.5 highly qualified teachers. They are all fully credentialed in their grade level (e.g. elementary, secondary) and are fully trained in the school educational systems used. The elementary homeschool teacher is trained in all the K - 6 curriculum and continues to receive training as updates are made. The secondary teachers hold single subject credentials and receive training in the online program used for IS. There is a part - time resource special education teacher who receives training as needed. The staff attends the district provided professional development days which begin with the superintendent on opening day addressing the district and outlining the goals, expectations and resources for teachers. eCademy follows district and state policies and procedures for teacher evaluations and professional growth.

eCademy hopes to have every teacher, the counselor, and the principal attend the California Consortium for Independent Studies (CCIC) conference for the 24-25 school year. The conference is held twice a year so half the staff will go to each one. Recently, professional development specific to eCademy's online program, Edgenuity, has been offered by the district, based on teacher requests. PLC and faculty agendas are open for staff to add questions or concerns to if they need clarification on a topic.

Qualified Staff and Professional Development that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Qualified leadership and staff facilitate achievement of student learning goals through preparation, induction and ongoing professional development. District and school procedures ensure that leadership and staff are qualified based on staff background, and preparation. The school team communicates administrator and faculty policies and procedures that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A5: Resources

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner goals/graduate profile, academic standards, and college- and career-readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and goals of the schoolwide action plan/SPSA and the LCAP.

A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.

A5.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.4 Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

Visiting Committee Comments

eCademy is a dependent charter school of TUSD and thus has access to all the district office resources and support. The site administrator attends all the scheduled district office support meetings from the various departments to best provide resources and services to their staff, students, and parents. Transparency of district procedures and direction is followed by the principal reporting back to eCademy staff via faculty meetings and weekly PLC meetings. Because the faculty is so small, every teacher is on the PLC team, as well as the school principal. The education team states that the primary focus of PLC meetings is to address student learning objectives. If objectives are not being met they address what can be done to support the student.

The 7 - 12 Independent Study school is unique in the district. There is full support from the district office and eCademy has been able to add more elective course offerings, plus a program tutoring component for students due to additional site funding. There is one full time custodial/maintenance staff to ensure the site is well maintained, clean, and safe for all school operations. The site is fully enclosed with perimeter fencing and all visitors must enter and exit through the front office.

Resources that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Human, material, physical, and financial resources are sufficient and used appropriately to support student success. School leadership, faculty, and many staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and goals of the schoolwide action plan and the LCAP. Many transparent district and school procedures are in place to develop an annual budget, conduct audits, and follow quality accounting practices.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

1. Employment of highly qualified dedicated teachers.
2. Teachers are well trained in the Edgenuity Program.
3. Strong commitment to the PLC process.

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

1. Develop a Staff/Faculty Handbook.
2. Create an Educational Round Form (Walk Through) appropriate for eCademy Charter.
3. Implement an electronic scanning system for students, staff, parents and other adults coming on and off our campus.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Review and analysis of self-study
- Interviews with focus groups, students, families and leadership
- Review of LCAP and school action plan
- Examination of school website

CATEGORY B. CURRICULUM

B1: Rigorous and Relevant Standards-Based Curriculum

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B1.1 Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.

B1.2 Congruence with Schoolwide Student Goals: There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college- and career-readiness indicators.

B1.3 Academic Standards and College- and Career-Readiness Indicators: The school has college- and career-readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.4 Curricular Integration: There is integration between/among areas of study, academic standards and college- and career-readiness indicators.

B1.5 Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

Visiting Committee Comments

eCademy Charter delivers its curriculum through the use of Edgenuity for 7-12. Edgenuity is an online curriculum that is being presented with technology to incorporate research based learning enhanced with technology. It allows students to learn at their pace while also remaining A-G aligned. Edgenuity has been aligned to the Comprehensive high school timeline as much as possible.

Edgenuity courses have rigor and support the schoolwide learning goals. The courses contain assignments that integrate both college and career goals into the curriculum. Students meet with their teachers a minimum of one time per week. In this meeting they discuss students' grades and let them know their progress. Students also work on their oral communication skills during the weekly meeting with their teacher. Staff created a checklist of Collective Commitments to track student progress. This shows the students as well as the parents the expectations for the school year. Lack of progress in these areas are also discussed with the student.

Students are prepared for their future through their coursework. All Edgenuity courses include lessons that develop students' academic skills. There are AP and Honors courses available. Students are able to take credit recovery courses (CO) but they do not receive A-G credit for them because they contain less rigor and are not within the allowed percentage for NCAA compliance. They are also able to take an intervention course in the core areas if it is approved.

There is a wide range of electives offered to the students. Starting in the 24-25 school year eCademy is aligning more with the comprehensive high school curriculum making Health and Career Exploration a required elective for graduation. Students are able to explore CTE electives through Edgenuity. These are not reported as such because they do not have a CTE credentialed teacher. However, students are allowed to complete CTE courses as well as pathways at the comprehensive high school.

Dual enrollment opportunities are available for students with Merced or Modesto Junior Colleges. CSU Stanislaus also offers courses at the comprehensive high schools for college credit only where eCademy students are allowed to enroll.

Teachers participate in a wide range of professional development opportunities to improve their knowledge of current educational research and thinking that supports all academic standards. At eCademy they participate in specific professional development for the Edgenuity curriculum.

School administrators meet once a year with the other secondary sites to discuss the referral process. They remain in contact throughout the school year because students are being referred to eCademy as well as being referred back to the comprehensive high school.

All students and parents complete an intake form and meet with the principal where requirements of the program are discussed. This allows all parties involved to see if the school is a good fit for the student's success.

The counselor holds a variety of workshops throughout the school year. Some examples are FAFSA, dual enrollment, transcript review, and resume building. There are also a wide variety of trips that take the students to local colleges. There the students learn about the programs available. Some of these trips include Merced College, Modesto Junior College, UC Merced, and CSU Stanislaus. Many of these colleges will also come to eCademy to answer questions as well as complete enrollment forms. Eleventh grade students were able to participate in taking a career assessment on day 1 of a workshop and then were asked to return a second day where the results of their test was given and their scores were explained to them.

The counselor meets with students individually a minimum of one time per year for transcript review as well as updating their four year plan. She attends local conferences to learn about the various educational pathways the students can take. The knowledge she acquires she then passes on to the parents and students.

K - 6 take monthly study trips to community partners. Some examples are the police station, fire station, and public library.

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Using Edgenuity as the curriculum platform allows students to choose from taking the core course, A-G, Honors, and AP courses. The platform offers a variety of electives including CTE courses. Students are also offered early concurrent enrollment courses at the comprehensive high school for credit through CSU Stanislaus. There are dual enrollment opportunities for the students through the comprehensive high schools with either Merced College or Modesto Junior College. eCademy works with the students to help them reach their post-secondary school goals. This occurs through regular meetings with the counselor and with the students supervising teacher. Students are made aware of the opportunities available to them.

B2: Equity and Access to Curriculum

To what extent do all students have equal access to the school's entire program and to what extent does the school prioritize opportunity and advancement for all students? To what extent do students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B2.1 Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

B2.2 Access to Curriculum, including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

Visiting Committee Comments

Students are prepared for their future via the coursework in core subjects. All Edgenuity courses include lessons that develop students' academic skills. There are AP and Honors courses available on a variety of subjects. Students are able to take credit recovery courses (CO) but they do not receive A-G credit for them because they contain less rigor. They are also able to take an intervention course in the core areas if it is approved. The courses that are offered include real world applications such as taking a stand about GMO foods. Students are also required to produce homework using a variety of computer applications such as PowerPoint, Google Docs, uploading images, etc.

There is a wide range of electives offered to the students. Starting in the 24-25 school year eCademy is aligning more with the comprehensive high school curriculum making Health and

Career Exploration a required elective for graduation. Students are able to explore CTE electives through Edgenuity. These are not reported as such because they do not have a CTE credentialed teacher. However, students are allowed to complete CTE courses as well as pathways at the comprehensive high school where there are CTE staff. Dual enrollment opportunities are available for students with Merced or Modesto Junior Colleges. CSU Stanislaus also offers courses at the comprehensive high schools where eCademy students are allowed to enroll.

All students and parents complete an intake form and meet with the principal where requirements of the program are discussed. Parents and students are also required to attend the initial meeting between their student and teacher for grades 7-12. Teachers review the student's transcript as well as discussing short and long term goals for the student. Teachers use this information to plan the students academic future. Discussions continue to occur on a weekly basis when students meet one-on-one with their teacher. The teacher continues to discuss the students' long-term goals.

Parents in the K-6 program are required to attend a weekly meeting. This allows them to receive instruction and lesson plans for the following week. Homework is also reviewed at these meetings. Toolbox is purchased for the district and is used for the younger students.

The counselor meets with the student (7-12) a minimum of one time per year to develop and monitor the student's academic progress. Parents are requested to attend this meeting so that they are informed and know if their student remains on track for graduation; A-G requirements, and the opportunities that are available for their student.

The majority of parents' believe that Edgenuity matches their child's learning style. Ninety percent of parents believe eCademy is doing well or extremely well in preparing their child for future academics. Technology has allowed parents to monitor their child in real time. They are sent weekly updates through Edgenuity as well as being given access to students' grades immediately. eCademy also utilizes Aeries which has a portal for the parents to sign in and check grades.

Parents have the opportunity throughout the school year to join ELAC, LCAP, or WASC committees. Students are also selected to join the Superintendent's Student Senate. The Superintendent will allow students to share their concerns as well as discuss their well being.

Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The adoption of Edgenuity expanded the course offerings to include a wider range of A-G, honors, AP courses, and electives. Dual and concurrently enrolled student numbers are low but are slowly showing growth. There has been a positive movement in choices for students.

CATEGORY B: CURRICULUM**Areas of Strength for Curriculum:**

- eCademy offers a wide variety of rigorous courses through Edgenuity. These classes include AP, Honors, various electives and A-G aligned courses..
- The K-6 program provides all curriculum for parents, in paper and/or electronic versions to suit individual preferences.
- K-6 field trips and community knowledge.
- One-on-one meeting with the counselor to discuss individual goals and post secondary plans. Teachers are also very involved with student goals and plans.
- Collective Commitments

Growth Areas for Continuous Improvement for Curriculum:

- Continue to develop Collective Commitments - establish parent contact based on parent needs and wants.
- Develop a plan, used by the counselor, teachers, and students, that sets measurable school and career-related goals and is updated each semester.
- Research and implement virtual CTE programs that are CTE pathway accredited.
- Continue working to increase the involvement of students and families in school-sponsored activities (e.g., workshops, study trips, committees).
- eCademy staff and administration to explore additional support within Edgenuity and/or research an alternative curriculum to increase accessibility to all students.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Edgenuity course catalog as well as the course catalogs from Pittman and Turlock High School.

K-6 curriculum was learned through staff interviews and observations.

Field Trip Fliers

Counselor meeting example

Student work samples

Collective Commitments form

Intervention courses that are data driven by the results of Edgenuity and iReady.

CATEGORY C. LEARNING AND TEACHING

C1: Student Engagement in Challenging and Relevant Learning Experiences

To what extent do all students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting school wide goals, academic standards, and college- and career-readiness indicators?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.

C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Visiting Committee Comments

eCademy students in grades K-6 use the same (primarily) book-based curriculum and pacing at home with their parent/guardian that other Turlock district students use in class at the district's comprehensive sites. Each student and parent/guardian must meet weekly with eCademy's K-6 instructor to review the body of work, address issues, and set pacing for the upcoming week. All students' ELA and Math performance levels are measured 3 times a year using i-ready, and K-6 students must complete prescribed work within the platform daily in order to achieve grade level performance.

eCademy students in grades 7-12 use Edgenuity, a California standards-aligned, self-paced, digital curriculum. Students must take notes during their courses, to aid with learning and retention. Students must complete assessments live, in person with their eCademy instructor to ensure honest and accurate test results. Students have a dedicated 1-on-1 hour appointment with their instructor weekly, wherein they can receive any support they need. Students are also welcome on campus 5 days a week, with a supervising Paraprofessional present at all times. Students may also meet with various eCademy instructors any day, instructor availability permitting. Students, parents/guardians, and instructors have access to multiple monitoring and diagnostic tools through the Edgenuity platform. Student progress is reviewed during weekly meetings, and instructors reach out to struggling students in between weekly meetings to reiterate educational expectations.

Students with an IEP or 504 have their accommodations and modifications met and supported by eCademy's resource teacher, who is also available on site to support students during their in person visits to the site.

Parents and students (grades 7-12) at eCademy report that the independent study environment, and self-paced digital curriculum, helps prepare them for life after high school by teaching them to manage their own schedule and time. Easily accessible data reports within the Edgenuity

platform allow students to monitor their own progress at all times. The uniform nature of the Edgenuity platform and content presentation clearly lays out learning objectives and measures of success.

eCademy's school counselor meets with each student a minimum of once a year to review their progress towards high school graduation, as well as discuss post-secondary plans and goals. School counselor organizes community college visits, job fair attendance, FAFSA support, resume writing, and many other post-secondary supports. Students have access to classes and programs at the district's comprehensive 9-12 site, including: agricultural science, woodworking, a state college course, and multiple junior college electives taught on campus. All high schoolers must take a college and career seminar course and health and character education course.

Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

All eCademy students utilize research based and standards aligned curriculum. Students are encouraged to pursue AG coursework, or the most rigorous courses that they are capable of succeeding within. Parents and students both report that they feel supported and empowered by their eCademy instructors, as well as that parameters for success are clear and easily accessible.

C2: Student-Centered Instruction through a Variety of Strategies and Resources

To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking skills, problem solving, and application of learning?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies and encourage student agency within an equity-centered environment.

C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking and problem solving.

C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

Visiting Committee Comments

All students are required to meet with their eCademy instructor weekly, during which just-in-time support can be given. Weekly PLC time ensures eCademy staff frequently adjust and

update their instructional methodologies, adapting to their specific students and population.

Students and parents/guardians are able to contact their instructors at will, with students also given the opportunity for daily in person support. 7-12 Students are able to choose from a list of electives and opportunities, and 9-12 students meet with the school counselor at least once a year to discuss their graduation progress and post-secondary goals.

Examples of technology use and digital learning tools include: online meetings, shared documents for editing, video guidance on assignments students don't understand, and online tutoring and instruction when teachers are directly unavailable.

School counselor organized community college visits and career fairs expose students to post-secondary opportunities, while structured support and workshops in topics such as FAFSA and resume writing, prepare them to succeed in those post-secondary opportunities.

The required Service Learning Project hours for high school students encourages students to engage in their communities, while the optional work experience elective allows them to begin exploring careers and work.

Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Students have direct and frequent 1-on-1 access to their instructors and other site staff. Computer based curriculum supports the development of student technological skills. The Service Learning Project, as well as the varied and frequent opportunities led by the school counselor, provide experiences outside of the classroom.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching:

1. Students receive one-on-one support weekly, with additional daily opportunities for support and interaction.
2. Rigorous, research based and standards aligned 7-12 curriculum
3. Regular and varied use of technology for learning, communication, and support
4. Varied concurrent enrollment, dual enrollment, and school counselor driven opportunities

Growth Areas for Continuous Improvement for Learning and Teaching:

1. Creating specific documentation and processes for administration, teachers, parents, and students to allow students and parents to exercise their agency and choose the most appropriate courses, either A-G and/or CO courses.
2. Continue to motivate students to learn
3. Increase the number of students accessing additional available resources such as student tools in Edgenuity, Chat with Tutor, and Paper for Education

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Parent, student, and staff interviews make clear the depth and variety of support available to eCademy students.

District aligned K-6 curriculum and research based 7-12 curriculum

School wide communication and support practices, and embedded digital curriculum features

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

D1: Reporting and Accountability Process

To what extent do the school leadership and instructional staff use effective and equitable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders/educational partners?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D1.1 Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.

D1.2 Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

D1.4 Schoolwide Modifications Based on Assessment Results: School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.

Visiting Committee Comments

The Self Study and VC observations and conversations show that eCademy uses a variety of means to assess student progress such as CAASPP scores, iReady benchmarks, Edgenuity tests, and formative assessments. eCademy uses Aeries to assist in collecting, disaggregating, analyzing, and sharing student data. Students and parents are able to have accounts to check student grades, transcripts, and other student data. Parents may choose to get a weekly or daily email from Edgenuity that summarizes their students' progress and grades. Progress report grades are mailed home every five weeks. Students who are struggling are given additional tutoring and/or referred for additional aid through the SST Process.

At the beginning of the academic year, all students take the iReady in reading and math to establish a baseline. Based on these results, students are selected for one-on-one tutoring and/or skill groups given by the EL para. Growth is measured by readministering the iReady in spring. This is a new process that has been implemented and data analysis will take place during PLCs.

Keeping to the Collective Commitments, teachers and students discuss students' progress and grades every week. All teachers use a standard straight scale for grading.

Collective Commitments were created and agreed upon during weekly PLCs. These norms set uniformly equitable standards and procedures among the teaching staff. No matter the teacher, the assessment threshold and weighted grade categories remain the same.

The "Creating Equity and Access Report" provides the Principal an opportunity to share on school happenings during each quarter on academics, social emotional learning, school

community, school progress, etc.

With Edgenuity, eCademy is working to offer both a career/community college track and UC track to their students in order to best meet their needs.

Reporting and Accountability Process that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

eCademy has multiple ways to assess students including weekly assessments, Edgenuity data, and i-Ready scores. Challenges for teachers include effectively using data to create a process to help students overcome academic barriers for a student population that works mostly independently and how to make that data meaningful when looking at academic achievement. Developing a system of data collection and with the cycle of inquiry, PLCs are continuing to focus and develop strategies to meet students where they are and support them in ways that benefit both the individual student and the collective student body as a whole.

D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D2.1 Monitoring Student Growth: Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college- and career-readiness expectations.

D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.

D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Visiting Committee Comments

Teachers use a variety of tools to assess areas of deficiency for the students. iReady is used for all grades to establish areas of concern at the beginning of the school year. Students are then re-assessed mid-year as well at the end of the school year to see growth. When students are low they are referred to a paraprofessional for one-on-one or small group tutoring. They can also receive supplementation support from their supervising teacher.

Supervising teachers monitor student progress in their courses and if they are not making adequate progress they are referred to the Paraprofessional or to a Student Study Team.

CAASPP is given one time per year to the required grade levels. Also, ELPAC is given to the English Language population one time per year to monitor the student growth in language acquisition.

Teachers monitor the progress their student is making in Edgenuity and observe their progression in their course. The supervising teacher determines if the student needs additional support in a subject. They then may be referred to the highly qualified teacher of that subject matter. Additional support may be provided during the student's weekly appointment or assigned an additional appointment. Written work in the Edgenuity course is graded throughout the week as it is submitted. Therefore students are receiving feedback in a timely manner and not just one time per week. Students are aware of their progress in the Edgenuity course and they are always aware of the grade that they have received to date.

Students have a one on one weekly discussion with their supervising teacher that discusses the student's short term and long term goals. The more rapport and dialogue the student and teacher have the better the relationship between student and teacher driving the communication. Students will continue to engage with the teacher through GoGuardian and other forms of technology as needed.

Edgenuity gives a combination of assessments. For many formative and summative assessments students are given immediate feedback. Teachers check assignment activities for understanding. When needed teachers will reteach a concept or reassign an activity. Students are able to get immediate feedback on quizzes. The program lets them know what learning objectives are not being met and which questions are incorrect. All tests are teacher-proctored. Immediately after the test, teachers are able to reteach to mastery.

For formal written work teachers will grade using Edgenuity rubrics. Teachers will either use the feedback tool in Edgenuity or discuss the student's work during their meeting. Students are encouraged to use Paper Education to have their rough drafts reviewed. If necessary, teachers will reassign or have a student make the necessary corrections.

eCademy uses iReady for reading and math benchmarks. Students are tested three times per year at all grade levels. This allows monitoring of growth and for targeted skill intervention.

Using Student Assessment Strategies to Monitor and Modify Learning Progress that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

iReady is used to pinpoint specific areas of skill deficiency and provides targeted intervention lessons to address a student's deficiencies. This is being utilized daily in the K-6 grade levels.

It is emerging in the secondary grades with referrals to the para and she meets with the students one-on-one or in small groups one time per week.

Edgenuity grades quizzes immediately and written papers and projects are submitted when complete therefore a teacher is able to give immediate feedback on the student's progress.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability:

- Weekly assessments of student progress as described in the Collective Commitment
- All 7-12 students use Edgenuity as their curriculum so all assessments are common and standardized.
- Using iReady scores to target specific skill areas in K-6.

Growth Areas for Continuous Improvement for Assessment and Accountability:

- Analyze iReady and Edgenuity data to create an intervention course for students who are missing important skills.
- eCademy staff and administration to explore additional support within Edgenuity and/or research an alternative curriculum to increase accessibility to all students.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Collective commitment

iReady data

Edgenuity data

Type 2 Interventions

Interviews with students and staff

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Family and Community Involvement

To what extent does the school leadership employ a wide range of culturally sensitive and inclusive strategies to encourage family and community involvement, especially with the learning/teaching process?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.

E1.2 Inclusive Cultural Understanding: School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.

E1.3 Rapport and Trust: School leadership develops rapport and trust with students, staff, families and the community, valuing the identities of all individuals..

Visiting Committee Comments

eCademy parents are involved from the beginning when they attend an intake meeting with the principal. The parents, student, principal, and counselor discuss the rigors of the program and whether or not the school is an appropriate choice for the student. The principal assesses the students' skill level and if everyone agrees that placement at eCademy is in the child's best interest, the student is enrolled.

The parents/guardians attend the orientation meeting with their child and the teacher. Requirements of the program are outlined and the parents can ask any questions they may have. Parents are signed up to receive weekly progress reports from Edgenuity and the Family Portal when needed. At Back-to-School-Night parents are invited to the campus for an informational meeting and a chance to check in with teachers and staff. The VC met with several parents that stated they feel the school benefits their child and is a safe and supportive environment.

English Learner Advisory Committee (ELAC) meets three times a year and is led by the school principal who also acts as a translator for Spanish-speaking parents. Parents are given information about support available to help their children succeed in high school and beyond. Input from parents on the ELAC will be used when revisiting the LCAP goals. Members of the community, including school staff, parents, students, district administrators, and members of the community took part in WASC meetings and their input was included in the Self Study. The principal, counselor, and full-time paraprofessional are fluent in Spanish. A full-time teacher is also available to translate for their Punjabi families. TUSD's Family Resource Center has partnered with the Golden Valley Health Center to conduct Parent Education classes. Engagement opportunities that align with school-wide initiatives, cultural events, and art content in the K-6 art class are held bi-weekly in The SPACE.

The district requires that all teachers complete “Cultural Competence Bias” training through Keenan at the beginning of each year. This year the district also conducted a workshop with Dr. Anthony Johnson on “Culturally Responsive Schools.” The online platform, Edgenuity, takes steps to ensure that its content is relevant and accessible to students from all backgrounds. These steps include: using imagery that reflects an array of cultures, readings and profiles of people from a variety of backgrounds, and on-screen teachers that reflect cultural diversity.

eCademy has an open-door policy where students can meet with administrators, counselors, and teachers at any time to discuss concerns and have any questions answered. School announcements are made through ParentSquare. The eCademy Virtual Bulletin Board is an online source for upcoming events and announcements. Teachers communicate regularly with parents and students via phone calls, email, and ParentSquare. For eCademy family involvement is still an area of growth. Although parents report feeling welcomed by the school environment, participation in school activities has been difficult. Only 10 parents responded to the parent survey. In an effort to increase communication with families, eCademy implemented the use of ParentSquare for announcements and community events.

Largely due to the nature of the one-on-one meetings, students feel a sense of rapport and trust with their teacher and other school adults. The diversity presented in their Edgenuity lessons helps students feel their education is relevant to them. The student group that met with the VC stated they felt very supported by their teachers and counselors as well as the office staff and principal. The VC observed that those students felt very connected to the school staff.

Family and Community Involvement that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

School leadership implements many strategies and processes for family and community involvement. The VC observed that the entire school team develops rapport and trust with students, staff, families, and the community, valuing the contributions of individuals.

E2: School Culture and Environment

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning?

To what extent does the school leadership develop a culture that is characterized by trust, inclusivity, professionalism, equity, and high expectations for all students?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E2.1 Policies and Resources: The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.

E2.2 Trust, Respect, and Equity: The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.

E2.3 School Culture: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Visiting Committee Comments

The eCademy location is a secure, fenced in location, with one entrance and exit that students and visitors must pass through. Students must present their identification card upon arrival, and classrooms are kept closed and locked.

At the start of the school year, or upon student enrollment, students and parents receive a student handbook, and parents must sign that they agree to abide by it. Parents specifically agree that they will cooperate with the school by: “Recognizing achievements and awards; Communicating with teachers and counselors concerning academic and behavioral progress; and following through at home when my child breaks school rules and receives consequences.”

Student curriculum access triggers the activation of Go Guardian, which offers a suite of oversight, safety, and security features for staff to oversee student online usage during school hours. Students spend much of their time online and the district offers workshops such as digital citizenship to teach parents how to monitor online activity and support their child’s education.

Students come to campus for 1-on-1 appointments weekly, making regularly scheduled clubs and activities a poor fit for their student population. Instead, special activities are held throughout the year that bring students and their families together. Examples include: Fall Family Night, Holiday Tree Lighting, and Spring Fling. K-6 students take several study trips each semester.

Student achievement and recognition awards highlight promoted behaviors, and a once a semester Student Senate allows students to present their feedback and ideas to the district Superintendent.

The SPACE is a staff supervised room where students can meet, socialize, work, and receive support. Bi-weekly activities are conducted in the SPACE to educate students about cultural highlights and events.

Results from the Student Survey: ● 98.6% of students agree or strongly agree that “Adults working at eCademy Charter treat all students respectfully.” ● 98.8% of students agree or strongly agree that “[They] feel safe on campus.” ● 97.1% of students agree or strongly agree that “The office staff is helpful.” ● 88.2% of students agree or strongly agree that “The principal is fair.” 90% of parents say “My scholar enjoys going to eCademy.”

School Culture and Environment that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Contained campus with one entrance and exit. Internet software to monitor the online safety of students. Dedicated student space 'The SPACE' for students to socialize, and remain on campus as desired. Students have dedicated weekly 1-on-1 time with their instructor, and can receive additional assistance and interaction as desired.

E3: Academic, Social-Emotional, and Multi-tiered Supports - Dan

To what extent do all students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at the school and in the community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E3.1 Multi-tiered Support: School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.

E3.2 Multi-tiered Support Effectiveness: School leadership implements and assesses the effectiveness of multi-tiered support for students' social-emotional learning needs.

E3.3 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college- and career-readiness.

E3.4 Student Self Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Visiting Committee Comments

eCademy makes use of i-Ready assessments 3 times a year. Results, both initial and growth, are used to identify students for small group and 1-on-1 targeted instruction with on-site paraprofessionals.

For personal counseling services, a student support clinician is available to serve eCademy students two days a week. This semester a six-week social interaction group will be offered, with the goal for students to connect with other peers while learning skills to help navigate through personal challenges.

Previously, a personal development class was offered to help support social/emotional growth. The class utilized Character Strong, an evidence-based Social Emotional Learning (SEL) curriculum to help support social/emotional growth. Curricula focus was on character development and social-emotional skills to help students develop a stronger identity and purpose

in school, their community, and the world.

As a new level of early intervention for students, Student Study Team (SST) meetings are held when a referral is made to the student support clinician and follow-up meetings to evaluate progress. When students start to struggle academically an early intervention conference is convened. The student, parent, teacher, counselor, and principal meet to discuss the student's progress and how best to help the student get back on track.

Students are invited to serve on the Student Senate once a semester. They meet with the district superintendent and other administrators to voice their needs, concerns, and suggestions.

As part of their second-semester social studies class, high school students volunteer for community organizations and write about their experiences, as part of a multi-year, required service learning project. Students may choose to volunteer at their school site during special events, or choose from a list of eCademy developed and curated community partners. This practice helps to strengthen community bonds.

Academic, Social-Emotional, and Multi-tiered Supports that support high achievement for all students.

Visiting Committee Rating: Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

SST process in initial stages, limited evidence in self-study of effectiveness assessment. Many and varied opportunities for student involvement in programs offered at comprehensive district sites. Required service learning project supports students in making community connections.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

1. One-on-one weekly meetings between students and teachers so that the student receives academic and social and emotional support.
2. Small campus atmosphere helps teacher-student relationships feel more authentic and emotionally safe for the students.
3. Access to a school-based therapist/school clinician
4. Multiple, and varied, dual enrollment, concurrent enrollment, and CTE opportunities for students
5. Teacher monitored and directed online interaction between students (K-6). Software and teacher monitoring of student internet/academic access during school hours.

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

1. Need for more frequent presence of college/career counselor
2. Increase student and staff involvement in College/Career planning
3. Find ways for the student body to connect to school and feel a sense of pride
4. Need for clear MTS, and post MTS analysis

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Limited MTS processes or data within self-study

Scheduled weekly 1-on-1 meetings with each student

Close communication with, and understanding of, comprehensive site offerings within district

Go Guardian (grades 7-12) and daily group web meetings (grades K-6)

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification: **Include a Who, What, and Why for each schoolwide strength.**

1. eCademy employs highly qualified dedicated teachers.
2. Teachers are well trained in the Edgenuity Program with initial and ongoing training.
3. eCademy staff have a strong commitment to the PLC process.
4. One-on-one weekly meetings are held between students and teachers so that the student receives academic and social and emotional support.
5. eCademy's small campus atmosphere helps teacher-student relationships feel more authentic and emotionally safe for the students.
6. Students have access to a school-based therapist/school clinician for social emotional support and mental health resources.
7. eCademy offers a wide variety of rigorous courses through Edgenuity. These classes have a variety of authentic assessments with rubrics embedded in the curriculum. All core classes are aligned to CA standards. eCademy teachers maintain program fidelity through their Collective Commitments and proctoring all tests.
8. eCademy's academic program is tailored to a student's individual post-secondary school plan, whether that is attending a four-year university, community college or trade school, or joining the military.
9. eCademy offers A-G, honors, and AP courses for UC/CSU-bound students, especially for transfer students who intend to graduate from eCademy.
10. eCademy offers a wide range of electives using Edgenuity.
11. Teachers hold weekly assessments as described in the school's Collective Commitments to track student progress.
12. eCademy offers varied opportunities such as dual enrollment, concurrent enrollment, and CTE for students with rigorous, research based and standards aligned 7-12 curriculum
13. eCademy K-6 teacher monitors and directs online interaction between students. Software and teachers monitor student internet/academic access during school hours.
14. Regular and varied use of technology for learning, communication, and support for students; such as Paper for Education.
15. eCademy retains fidelity to A-G coursework, and electronic data tools encourage student accountability and responsibility for their own learning.
16. Built-in Edgenuity tools for teachers (e.g. Academic Integrity) and students (e.g. highlighter)

Schoolwide Growth Areas for Continuous Improvement

The purpose of supporting the school's identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school's continuous improvement for student learning and well-being encompasses the greatest student and school needs.

Synthesize schoolwide growth areas for continuous growth and list numerically. *Be sure that these can be documented by other sections of the report.*

- Ensure that all Growth Areas have a “who,” “what,” and a “why” in relation to the impact on student learning
 - Confirm areas already identified by the school in the action plan sections
 - Confirm areas to be strengthened within the already identified areas
 - Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*
1. Administration and staff to develop a Staff/Faculty Handbook to provide clear expectations.
 2. Administration to create an Educational Round Form for classroom walk throughs that are appropriate for the eCademy Charter learning environment.
 3. eCademy wants to implement an electronic scanning system for students, staff, parents and other adults coming on and off our campus for better campus monitoring.
 4. eCademy would like to have more frequent presence of college/career counselor to increase student and staff involvement in College/Career planning
 5. eCademy staff will continue working to increase the involvement of students and families in school-sponsored activities to build connection to the school and feel a sense of pride.
 6. Develop a plan, used by the counselor, teachers, and students, that sets measurable school and post-secondary goals and is updated each semester.
 7. Research and implement virtual CTE programs that are CTE pathway accredited.
 8. Develop a curriculum for remedial skill-building that targets specific areas especially in math to help students overcome the difficulty of math courses.
 9. Establish the EL Para position as a permanent position to support students and the Multi Tier Support process.
 10. Creating specific documentation and processes for administration, teachers, parents, and students to allow students and parents to exercise their agency and choose the most appropriate courses, either A-G and/or CO courses.
 11. Increase the number of students accessing the additional resources such as student tools in Edgenuity, Chat with Tutor, and Paper for Education to improve low test scores

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below.

1. Using data from standardized tests to identify students for intervention in English and Math to help students gain skills necessary to pass their classes and achieve Schoolwide Learner Goals.
2. Increase student involvement in extracurriculars such as Social Interactions Group and study trips.
3. Provide eCademy students more CTE opportunities to complete a CTE pathway in order to increase college and career readiness.
4. Creating metrics to analyze the achievement of Schoolwide Learner goals and Increase student awareness of, and accountability to, the Schoolwide Learner Goals.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed: **Include a Who, What and Why for each growth area for continuous improvement. (Note: Show the relationship to what the school has already identified, if possible.)**

- eCademy staff to develop a way to effectively use assessment data to create and implement academic supports and analyze specific strategies to track how this impacts student learning and demonstrates continuous school improvement for all students.
- eCademy staff and administration to explore additional support within Edgenuity and/or research an alternative curriculum to increase accessibility to all students.

Chapter 5: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan/SPSA**
- **Evaluate the school improvement issues:**
 - **The effectiveness of the action plan to enhance student learning and support the identified major student learner needs**
 - **The level of commitment to accomplish the action plan, schoolwide and systemwide**
 - **The alignment of the schoolwide action plan/SPSA to the Local Control and Accountability Plan (LCAP)**
 - **The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan/SPSA.**

eCademy's Action Plan focuses on

1. Improving Student Academic Performance
2. Improving the schools climate and culture to increase mental health resources, reduce suspensions and increase attendance
3. Increase college and career readiness
4. Create metrics to measure achievement of Schoolwide Learner Goals

The schoolwide action plan is focused on providing an independent study program that meets a wide variety of student needs and goals. There is strong school and district commitment to implementing the plan and monitoring progress and the beginning phases of monitoring the impact of strategies and actions on increased student success is in discussion. A more systematic and data driven approach to monitoring student and school progress is in early implementation.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The school has PLC time to analyze all relevant data and information about the student learner needs and school achievement. The school team's development of the action plan is focused on improving student achievement and well-being. Specific actions and strategies are identified to meet all student needs.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Collaboration, shared decision making, transparency and distributive leadership are the foundation for school success. School leadership articulates a sense of urgency and the need for sustainable results of increased student learning across the entire school. Processes such as cycles of inquiry and professional learning communities (PLCs) are in place and the entire school community understands and supports the need to diagnose, plan, implement, monitor, and refine as needed actions in the schoolwide action plan. The school community acknowledges a commitment to equity, diversity, and inclusion is needed.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of the entire school community in the self-study that reflects a thorough, accurate analysis of what currently exists as well as aligned prioritized areas of strength and growth.	X			
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive continuous school improvement.		X		
Acceptable progress by all students		X		
Vision and Purpose (A1)	X			
Governance (A2)		X		
Leadership for Learning (A3)			X	
Qualified Staff and Professional Development (A4)		X		
Resources (A5)	X			
Rigorous and Relevant Standards-Based Curriculum (B1)	X			
Equity and Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)		X		
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		X		
Reporting and Accountability Processes (D1)			X	
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)			X	
Family and Community Engagement (E1)		X		
School Culture and Environment (E2)		X		
Multi-tiered Personal, Social-emotional, and Academic Support (E3)			X	
Alignment of a schoolwide action plan/SPSA to school's areas of greatest need		X		
The capacity to implement and monitor the schoolwide action plan/SPSA		X		