

# eCademy Charter at Crane School

1100 Cahill Ave. • Turlock, CA 95380-4102 • (209) 669-3410 • Grades 7-12

Tim Norton, Principal

tnorton@turlock.k12.ca.us

<https://www.turlock.k12.ca.us/domain/1422>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



Turlock Unified School District

### Turlock Unified School District

1574 East Canal  
Turlock, CA 95380  
209.667.0633  
[www.turlock.k12.ca.us](http://www.turlock.k12.ca.us)

#### District Governing Board

Lori Carlson, President  
Anthony Silva, Clerk  
Jeffrey Cortinas, Member  
Mary Jackson, Member  
Jose Sanchez, Member  
Daniel Benedict, Member  
Kenneth Howenstine, Member

#### District Administration

Dana Trevethan  
Superintendent

Heidi Lawler

#### Assistant Superintendent/Educational Services

Marjorie Bettencourt

#### Assistant Superintendent/Finance and Accountability

David Lattig

#### Assistant Superintendent/Human Resources

Barney Gordon

#### Assistant Superintendent/Business Services

Gil Ogden

#### Director of Student Services

Shellie Santos

#### Director of Curriculum and Instruction

Fernando Ureno

#### Director of Human Resources

Alice Solis

#### Director of English Learners, Assessment and Special Programs

Dr. Laura Fong

#### Director of Special Education

Tami Truax

#### Director of CTE and Program Equity

Scott Richardson

#### Director of Maintenance-Operations

Jennifer Lew-Vang

#### Director of Child Nutrition

Judy Huerta

#### Director of Early Childhood Education

### School Description

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

### Objectives

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

eCademy Charter is a hybrid alternative education program. It offers traditional independent studies, online learning and blended learning seat time courses. eCademy Charter is dependent of TUSD and aligns with its educational philosophy and LCAP. eCademy Charter serves students within and outside the district. eCademy Charter's ultimate goal is to educate students and ensure a high school diploma is acquired.

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

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 3	2
Grade 4	2
Grade 5	1
Grade 6	3
Grade 7	10
Grade 8	26
Grade 9	21
Grade 10	18
Grade 11	28
Grade 12	27
<b>Total Enrollment</b>	<b>138</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	1.4
Asian	1.4
Hispanic or Latino	42.8
Native Hawaiian or Pacific Islander	0.7
White	45.7
Two or More Races	3.6
Socioeconomically Disadvantaged	71
English Learners	6.5
Students with Disabilities	5.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for eCademy Charter at	18-19	19-20	20-21
<b>With Full Credential</b>	9	8	8
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	8	8

Teacher Credentials for eCademy Charter at	18-19	19-20	20-21
<b>With Full Credential</b>	♦	♦	689
<b>Without Full Credential</b>	♦	♦	11
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	60

### Teacher Misassignments and Vacant Teacher Positions at eCademy Charter at Crane School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)**

**Textbooks and Instructional Materials**

**Year and month in which data were collected: September 2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Grade TK: World of Wonders/2016-17; Grades K-5: Wonders/2016-17; Grade 6: SpringBoard/2016 Grades 7-8: SpringBoard/2016; Grades 7-8 Intervention: Read 180/2008 Grades 9-11: Edge Reading, Writing & Language (Level A, Level B, and Level C) English Intensive Intervention Program & ELD 2014, Grades 9: MyPerspectives ELA/2019, Grades 10&11: MyPerspectives ELA/2003 Grade 11 AP The Language of Composition/2018; Grade 11 AP The Norton Reader/2016 Grade 12 AP The Bedford Intro to Lit/2008; Grade 12: Expository Reading and Writing Course/2013; Grade 12 They Say, I Say/2013; <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Grades TK-6: Eureka Math/2015 Grades 7-8: Eureka Math/2015 Grades 9-10 Integrated Math 1/2015; Grades 9-10 Integrated Math 1 Honors/2015; Grade 10 Integrated Math II/2016; Grade 10 Integrated Math II Honors/2016; Grade 11 Integrated Math III/2017 Grade 11 Integrated Math III Honors/2017; Grades 9-12 Algebra & Trig Book 2/1997; Grades 9-12 Advanced Mathematics/2000; Grades 9-12 Calculus of a Single Variable/2014; Grades 9-12 Practice of Statistics/2011; Grade 12 Finite Mathematics/2004, 2011; <b>The textbooks listed are from most recent adoption:</b> Yes
<b>Science</b>	Grades K-5: California Science/2008; Grade 6: Focus on California Earth Science/2008 Grade 7: Focus on Life Science/2008; Grade 8: Focus on Physical Science/2008 Grades 9-12 Biology California/2008; Grades 9-12 Honors Campbell Essential Biology with Physiology/2010; Grades 11-12 AP Biology Eighth Edition/2011,2014; Grades 9-12 Chemistry California 2007; Grades 9-12 Honors Basic Chemistry 5th Edition/2017; Grades 9-12 Hole's Anatomy/2015; Grades 9-12 Conceptual Physics/2014; Grades 9-12 College Physics/2014 Grades 9-12 AP Physics/2002 <b>The textbooks listed are from most recent adoption:</b> Yes
<b>History-Social Science</b>	Grade TK: We Need and What Does; Grades K-5: IMPACT California Social Studies/2019; Grade 6: World History: Ancient Civilizations/2019 Grade 7: World History: Medieval to Early Modern Times/2019; Grade 8: United States History American Stories: Beginnings to World War 1/2019 Grade 10 World History-Modern Times Ca Edition/2006; Grade 10 Western Civilization/2016; Grade 10 Ways of the World/2013 Grades 9-12 Discovering World Geography/2014; Grade 11 United States History/Geo./2013; Grade 11 The American Pageant/2012,2016; Grade 12 US Government Democracy in Action/2010,2013; Grade 12 American Government & Politics Today 2012; Grade 12 AP American Politics Today/2017 Grade 12 American Government Readings & Cases/1998,2003; Grade 12 Economics Today & Tomorrow/2012; <b>The textbooks listed are from most recent adoption:</b> Yes

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

An assessment was done in November 2020 using the Facility Inspection Tool (FIT), which was selected by TUSD staff as a suitable tool for our bi-annual safety inspections to determine that a school facility is in 'good repair'. The school buildings and grounds of eCademy Charter at Crane School have been deemed to be 'clean, safe and functional', having no condition that poses an emergency or urgent threat to the health and safety of pupils or staff. Copies of the District Safety Inspections and Williams Inspections are maintained on file in the Turlock Unified School District Maintenance and Operations office. Safety: A safety plan is in effect. Certificated and classified staffs are vigilant in maintaining student safety. All staff wear identification badges and all visitors check in and out at the school office. Cleanliness: eCademy Charter at Crane School employs one full-time Custodian/Groundskeeper who is responsible for the daily upkeep of all the facilities including grounds. Supervision and backup of this employee is provided by the THS Operations Department. All state and district guidelines governing the custodian tasks have been implemented and are followed in accordance with all applicable laws. Improvements: eCademy Charter at Crane School is a new completely remodeled campus which opened in 2011. Adequacy: The Turlock Unified School District prides itself in offering clean, safe and adequate school facilities. Our buildings offer adequate heat and air and are maintained in accordance with stringent state and district guidelines. FIT Results: The FIT form dated November 2020 may list some items found during the site inspection. These items should not be confused as 'Non-functioning' or affect the overall statement of the school site that it is 'clean, safe and functional.' Work orders are input on a regular basis and are usually addressed within a two week period of time.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: August 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	38	N/A	45	N/A	50	N/A
Math	11	N/A	31	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	25	N/A	29	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2020-21)

- School Enrollment requires a meeting with the Principal (an orientation of school offerings and documents signed)
- Round-Up: schedule, school info, etc.
- Back-to-school Night
- Open House Spring Fling
- School Site Council (formerly Crane Council) Quarterly Parent Meetings (includes EL parents)
- Crane Connect monthly Parent Newsletter (English and Spanish on the website)
- School Web Page (Twitter: TNorton@crane1)
- Academic Achievement Recognition (twice per year) for secondary students
- COVID-19 staff, parent, and student virtual trainings
- BB Coms utilized to inform parents of upcoming events
- Starry Night science social event for all families
- Guitar concerts three times per year
- For HS students, School Counselor meets with student and parent to set up a 4 yr. Plan
- Counselor is always available and constantly meets with students and families
- Student Support Clinician is available for individual and group student sessions
- Email communication with parents from staff
- WASC visitation and parent meetings
- School Open Door Communication Policy

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

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**School Safety Plan (School Year 2020-2021)**

Key Elements of the Comprehensive School Safety Plan: In the Turlock Unified School District, components satisfying each of the following items have been developed and are included in the Comprehensive School Safety Plan, when approved by each site council. These components were approved by the staff on September 8, 2019

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

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.5	4.3	5.6	5.2	3.5	3.5
Expulsions	0.0	0.0	0.1	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.



## D. Other SARC Information

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

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	138

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.4

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	4	40			3	39			7	25		
Mathematics	5	26			5	28			7	22		
Science	4	21			4	21			7	18	2	
Social Science	3	50			4	43			5	33		

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3

The Turlock Unified School District Local Control Accountability Plan prioritized district-wide professional development opportunities for TK-12 to include subject matter, English language development, technology, digital citizenship, best practices, PLC's and leadership. Multiple measures including CAASPP results, CELDT achievement data, common formative assessments, and data from site educational rounds were utilized to prioritize needs. Additionally, TUSD's initiatives and staff input continue to drive the professional development offerings.

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

Professional development and support has been provided in the following areas: Professional Learning Communities; Math Instruction; ELA/ELD Instruction; Special Education; Instructional Best Practices; Guided Language Acquisition and Design (GLAD); Advanced Placement; Technology; Digital Citizenship, Small Group Instruction; and Next Generation Science Standards. Professional development opportunities occur during a combination of the regular school day, after hours, and during the summer. TUSD has a network of nineteen content specialist instructional coaches that are utilized to support staff in classroom implementation as a follow up to all professional development events.

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

Due to COVID 19 in the 2019-2020 school year, the District offered virtual PD for teachers. PD formats for teachers were made available in the following ways: Live on Zoom, Video Recordings, Podcasts, Slide Shows, Video Shorts (short videos), Weekly Newsletter Releases/ EdTech Bytes, and Instagram Tech Bytes. PD topics included: Distance Learning Tips, Blended Learning Tips, Google Classroom navigation, Zoom features, Screencastify, assembling Bitmoji classroom, engaging students online, supporting students during distance learning and blended learning, navigating a chromebook. A PD schedule was posted on the EdTech in TUSD website.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,527	\$52,484
Mid-Range Teacher Salary	\$79,648	\$81,939
Highest Teacher Salary	\$107,141	\$102,383
Average Principal Salary (ES)	\$140,703	\$129,392
Average Principal Salary (MS)	\$144,369	\$136,831
Average Principal Salary (HS)	\$150,928	\$147,493
Superintendent Salary	\$233,232	\$254,706

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	34.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	16,993	4,364	12,629	87,593
District	N/A	N/A	8,720	\$85,120
State	N/A	N/A	\$7,750	\$84,577

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	36.6	2.9
School Site/ State	47.9	3.5

Note: Cells with N/A values do not require data.

#### Types of Services Funded

eCademy Charter utilizes a wide variety of services available that support and assist students in our schools. Some of these include: students in grades have access to chrome book/technology both in class and as a take home device for a blended learning model. Students can utilize the services of the Center for Human Services Student Assistance Specialist for two ½ days per week. eCademy has a College and Career Counselor working twice monthly for 1/2 day per week, along with an available Instructional Coach. As a parent support, eCademy puts on a Spring Fling/Open House which encourages culture and community building for students and families.

#### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Rate for eCademy Charter at Crane School	2016-17	2017-18	2018-19
Dropout Rate	11.3	39.5	15.2
Graduation Rate	81.1	57.9	75.8

Rate for eCademy Charter at Crane	2016-17	2017-18	2018-19
Dropout Rate	5.6	5.4	6.1
Graduation Rate	91.5	91.7	91.2

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	27.66
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	3.7

**Career Technical Education Programs**

The Industry Sectors for Career Technical Education include: Agriculture and Natural Resources, Art Media and Entertainment, Business and Financial Education, Child development and Family Services, Engineering and Architecture, Health Science and Medical Technology, Tourism and Recreation and Public Services, and Transportation. The list of program sequences, or Pathways, in TUSD include: Ag Mechanics, Ornamental Horticulture, Sustainable Ag, Education, Engineering and Technology, Food Service and Hospitality, Systems Diagnostics Services and Repair, and finally Software and Systems Development. The TUSD CTE Advisory Committee consists of: Directors of CTE, CTE instructors, and Local Business leaders who serve on the Advisory Committee. At eCademy, upon enrollment, all students are given an opportunity to participate concurrently with the student's comprehensive high school in their respective elective program(s). In 2018-19, eCademy had one student participate in Advanced Welding at THS and one student in Wood Agriculture.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**California School Dashboard**

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