



Elk Grove Charter School Self-Study Report

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Elk Grove California, Ca.

Elk Grove Unified School District

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**ACS WASC/CDE Focus on Learning Accreditation Manual,
2019 Edited Edition (2020-2021/2021-2022 SY Visits)**

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Preface

The self-study process at EGCS incorporated the following components that impacted the outcome of the self-study beyond the simple completion of the report. As a small school site, stakeholders were involved in a variety of capacities, group organization, and timelines, and provided input in a manner that may differ from the model self-study process. At EGCS, the self-study was fully ingrained in the yearly LCAP review, development, and implementation process. Moreover, the self-study served to validate the findings of the annual EGCS LCAP analysis and action plan.

Stakeholder involvement and collaboration was achieved through a variety of structures. As a small school, departments are often less than 3 staff members and in the case of science 1 staff member; therefore, the traditional home and focus group model is not feasible. EGCS allowed staff members to self-select into focus groups and then the school's PLC structure that is primarily broken into English, Math, and Social Science departments were used as home groups. In addition, the school's Advisory Council that is made up of parents, community members, staff, and students were involved through regular meetings. Students were involved through monthly principal advisory committee meetings. In addition to these formal meetings, surveys and information nights for all stakeholders were conducted throughout the process.

The self-study timeline tracked along the annual LCAP planning process, with stakeholder input throughout the school year and analysis and action planning occurring in May. EGCS's Advisory Council and EGUSD school board approve the LCAP every year in June/July. Throughout the self-study cycle, WASC was a standing agenda item on Advisory Council and staff meetings. Additionally, the Principal's Student Advisory Committee was also able to provide input throughout the years.

The site assembled its WASC committee and a new WASC chair person was appointed in June 2022, who began attending WASC training and administrative meetings to become more informed about the WASC process. EGCS also engaged with a small number of parents who were interested in being involved. Administration met on multiple occasions to discuss the process, gather input, and conduct analysis of schoolwide data and programs. A product of the self-study is that EGCS was able to evaluate the efficacy of programs and determine the needs and impact of programs on not only the students, but also staff, parents, and community members. The primary goal of the self-study and the school's continuous improvement planning model is to meet the school's stated vision of assisting all students to meet their full range of academic and human potential.

Chapter I: Progress Report

The following section outlines EGCS's progress on identified growth areas for continuous improvement from previous self-studies. The sections outline significant developments and programs, the process in developing the yearly LCAP, and a summary of the progress of each section of the LCAP that addressed the areas for continuous improvement. There is considerable overlap between sections, but for continuity and clarity, the sections are organized as described above.

The Following is a description of significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

Advocacy structure/pilot

Since the last self-study, EGCS has made significant changes to the school's Advocacy/ISP structure. In the effort to create more connection between students and decrease the impact on the school's ISP teacher caseloads, EGCS implemented "Advocacy" classes for all students in grades 7-10. In these classes, students meet in cohorts and, in addition to facilitating the requirements of a "non-classroom" based program with weekly assignment sheets, average daily attendance calendars, and master agreements, the Advocacy classes also facilitate the school's character, social emotional, college/career, and literacy programs.

In the effort to increase connections between students and teachers in the school's traditional independent study program, EGCS has developed a pilot program in 11th grade that has created subject specific weekly ISP meetings in English, Social Science, and Math, and created small cohorts of students who meet on Fridays for Advocacy classes that facilitate the same programs as the Advocacy classes for the younger grades.

Math support classes and increased math classes for 11th/12th graders

Improvement of foundational math skills, math intervention, and math acceleration has been a primary focus for EGCS during this self-study cycle. The school has created more opportunities for students to take math direct-instruction courses that include intervention, grade level, and accelerated courses. In previous years, the highest math course offered on site was Math 2, with a senior level math course of Business Finance to satisfy high school graduation requirements. Over this self-study cycle, EGCS now offers all grade level math courses in a direct-instruction format (Math 7,8, I, II, III). In addition, EGCS now offers Probability and Statistics in a classroom environment and Pre-Calculus through the school's on-line curriculum provider.

In addition, the school implemented a math support class into the master schedule for grades 7-10. Students take a math course (core/support) every grading period. This allows the school's math department to work with students who are below/at/above grade level and provide learning opportunities appropriate for not only their skill level, but also their post-secondary goals.

Increased course offerings (workshops/ISP) and technology implementation

In addition to increased opportunities in math, EGCS has also worked to increase the school's overall course offerings. This has included developing and implementing courses that satisfy UC/CSU acceptance requirements, NCAA, and electives. As a dependent charter school of the Elk Grove Unified School District, EGCS uses district approved courses and curriculum. However, EGCS works to take district approved curriculum and creates ISP courses based on the approved curriculum. EGCS students now have a broader variety of courses to take through the school to better meet their post-secondary goals, which, in turn, provides a richer secondary school experience.

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EGCS has not only developed and implemented additional courses, but has also converted courses to digital format utilizing Google Classroom, publishers' on-line content, and supplemental material. Many ISP courses have been converted to a master Google Classroom for ISP teachers to use for their caseload of students. These classes were created by content experts using the approved curriculum. This allows for students and parents to have a better understanding of what is expected throughout the course rather than supplying only a 1-2 page course outline and a textbook.

EGCS has also included on-line courses, provided through Edgenuity. Edgenuity is primarily used for credit recovery, social science, and credit acceleration/honors courses. Edgenuity has become the primary vehicle for social science courses in grades 7-10. For these grade levels, students are assigned daily coursework through the on-line platform and meet on Fridays with a credentialed teacher in cohorts as part of their weekly class schedule. This allows the teacher to front-load or back-fill content and concepts specific to student needs.

EGCS has also implemented formative assessments through two specific platforms (Illuminate and HMH). These assessments are focused on ELA and math with Illuminate as the platform for district developed interim assessments, and HMH for reading comprehension and math for school site data gathering and analysis. Data from these assessments is analyzed by the school's departments and included in the school's continuous improvement planning model. As well, EGCS worked to convert content area summative assessments to the Illuminate platform and implemented the conversion during the 2021-22 school year. With the adoption of the new curriculum, EGCS departments determined that some of the publisher testing platforms were superior to the Illuminate platform as far as test customization and delivery; additionally, school wide data is still available to administration. For the 2022-23 school year, EGCS has transitioned away from school-wide summative assessments in Illuminate and implemented more testing protocols through the publisher platforms.

Partnerships - Before school program & marketing and branding

Since the last Self-Study, EGCS has better clarified the school's target population and worked to develop programs that meet their needs and attract students to the school. EGCS has created partnerships with the local professional soccer club/academy to provide a flexible education option for its academy players. In addition, EGCS has partnered with an enrichment program provider (Mill Road) to offer soccer specific activities as a "before-school" program. This has attracted students and families to the school and given students in the school an opportunity to explore the social/physical benefits of physical activity.

Course enrollment and transcript evaluation process

As a small independent study school, transcript and course evaluation/planning has historically been the responsibility of the school's ISP teachers. EGCS has worked to continue training and supporting ISP teachers in this role but have implemented increased support through the school's administration and counseling departments. The school's administrative team and counselor meet at the end of each school year and determine post-secondary pathways for each student based on transcript evaluation. The school's counselor then provides each ISP teacher with recommendations for each student with a focus on completing UC/CSU requirements. In the past, this was not a focus of the school for a variety of reasons including student population and course offerings; however, with a shift in branding, increasing numbers of EGCS students are looking to collegiate pathways. EGCS has made concerted efforts to increase UC/CSU completion rates by creating awareness, planning, and providing all necessary courses through EGCS. This has also resulted in a better understanding of the school's 2- and 4-year college going rates.

In addition to course planning, EGCS has dramatically changed the onboarding process. Previously, all

students were required to attend a yearly orientation regardless if they were new or returning students. Recently, the school shifted to a course selection process for returning students and a 1x1 onboarding appointment for new students. The intent is to streamline the process for returning students to better understand not only who is returning to the school, but also what courses they wish to take. As for new students, the intent is to decrease the time between initial contact with the school and the 1st day of enrollment. In the past, there has been a 1-2 week lag between initial contact and enrollment. Unfortunately, this resulted in many students and families enrolling elsewhere rather than waiting for EGCS's enrollment process. Now students complete initial enrollment paperwork, schedule a 1x1 with an office staff member, and start school within days.

Staffing model and personnel

EGCS has historically used a dual staffing model for certificated staff that employs both EGUSD contract and timesheet status. All contracted positions are funded through temporary contracts due to the nature of the school's funding and relationship with its authorizer (EGUSD), and timesheet certificated teachers have been funded through a charter specific hourly rate that allows for the school and employee to flex and contract hours to meet the school's enrollment needs. In contrast, the school's classified staff members have always been permanent employees of EGUSD.

Over this self-study cycle, EGCS has worked to more clearly define the school's staffing model by decreasing the number of timesheet certificated staff (only part-time teachers) and increasing the number of contracted positions. As well, the school has increased the classified staffing in the office. This was facilitated by the retirement of the school secretary who had been at EGCS since it opened. Throughout the transition period to the new school secretary it was clear that additional office staffing was needed to meet the needs of the school. In addition to replacing the school secretary, EGCS hired a new program assistant and part-time office assistant.

Activities

One of the most significant changes and improvements at EGCS since the last self-study has been the increase of schoolwide activities and meals on campus. Even through the COVID-19 pandemic, EGCS has created more opportunities for students to be engaged with the school. Now that health restrictions have been lifted, EGCS continues to work on increasing activities and connections. Examples include an end of year carnival, career days, guest speakers/presenters, and lunch-time activities. In addition, an EGCS staff member works directly with the office to coordinate and plan activities, and there is a student leadership class that meets bi-weekly to assist in the activities planning.

Description of the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.

The process of monitoring and implementing the LCAP is facilitated through the school's 12-month continuous improvement model. As a "dependent" charter school of EGUSD, the school follows the same LCAP process and timeline as the district. All stakeholders are involved in the process through surveys, workshops, and focus group meetings. More specifically, students are able to give input through the school's Principal's Student Advisory Committee, and staff drive the development of the plan through weekly staff/PLC meetings. Administration supports staff through this process by presenting data, facilitating reflection/review, and developing the action plan based on stakeholder feedback.

Elk Grove Charter School's LCAP is ultimately reviewed and approved by the school's Advisory Council and then presented to the EGUSD school board through public hearing and approval. Finally, the LCAP is

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submitted to the County Office of Education before July 1st of each calendar year. Once approved, the LCAP action plans become the basis of the school’s continuous improvement programs and EGCS begins the cycle again each year with the Plan, Do, Study, and Act cycle.

Summary on each section of the current schoolwide action plan/SPSA

The following addresses all incorporated *schoolwide critical areas (growth areas for continuous improvement)* from the last full self-study and all intervening visits. Many of the elements were addressed above as significant developments; however, the information below shows the integration of the school’s LCAP action items, critical areas for follow-up, data, and the impact they have had on the school since the last self-study and subsequent mid-cycle review.

EGCS identified critical areas from previous self-studies:

1. Expand the literacy program to improve student access to curriculum in content areas.
2. Continue implementing high quality curriculum, including exploring alternative curriculum options, to address individualized academic and social-emotional needs.
3. Expand the use of formative and summative assessments to evaluate student learning and modify instruction to improve student outcomes.
4. Identify and address barriers that impede students’ College and Career readiness, including expanded course offerings in math and CTE.
5. Expand parent, student, and community involvement activities to promote broader engagement.

2017-2020	LCAP	Data	Impact
Develop Literacy Program	1.1	CAASPP ELA (met/exc): <ul style="list-style-type: none"> ● 2019 - 37.81% ● 2021 - 35.8% ● 2022 - 50% 	Increase in SBAC met/exceeded may have been influenced by formal literacy activities.
Expand course offerings	1.2	#/% of a-g completion: <ul style="list-style-type: none"> ● 2020 - 12/107 - 11% ● 2021 - 9/89 - 10% ● 2022 - 23/97 - 23% Grad rate: <ul style="list-style-type: none"> ● 2020 - 87.5% ● 2021 - 95.4% ● 2022 - 87.6% 	Multiple potential metrics, but the % of students completing a-g courses, and graduation rate are strong indicators. Increased course offerings allow students to take a wider variety of classes that interest them or meet their post-secondary goals.
Develop and implement math intervention program	1.3	CAASPP Math (met/exc): <ul style="list-style-type: none"> ● 2019 - 9.91% ● 2021 - 22.35% ● 2022 - 24.43% 	Increased foundational skills and allowed students to take higher level math courses. Data shows increase in met/exc %, but impact is far beyond outcome data from standardized tests. Grades improved, more classes were dev./implemented, grad rate improved, and a-g completion rate increased.

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<p>Create and implement schoolwide assessment program</p>	<p>2.1</p>	<p>2022 - ELA/Math Interim Assessment (HMH/Illum): MS ELA: 65.4/84% MS Math: 88/84% HS ELA: 68/81% HS Math: 85/36%</p>	<p>Increased data collection, analysis, and curriculum/instruction planning. Students are more aware/comfortable in test taking environments.</p>
<p>Expand college and career readiness program</p>	<p>3.2</p>	<p>Dropout rate/grad rate</p> <ul style="list-style-type: none"> ● 2020 - 7 ● 2021 - 7 ● 2022 - 12 <p>College going rates</p> <ul style="list-style-type: none"> ● 2018 - 50% ● 2019 - 49% ● 2020 - 48% 	<p>Drop-out rate decreased due to expanded programs designed to inform students/families of options after high school. In addition, EGCS teachers were trained on transcript evaluation and planning that included a-g evaluation. The number of drop-outs have decreased, and even though the college-going rate at EGCS was stagnant from 2018-2020, 2021 and 2022 graduation classes should result in higher college-going rates.</p>
<p>Expand parent and student involvement program</p>	<p>4.1</p>	<p>% of students attending school activities:</p> <ul style="list-style-type: none"> ● 2020 - Limited data ● 2021 - N/A (Covid) ● 2022 - 81% <p>% of students participating in partnerships:</p> <ul style="list-style-type: none"> ● 2020 - No data ● 2021 - No data ● 2022 - 30% <p>Average Advisory Council Attendance:</p> <ul style="list-style-type: none"> ● 2020 - 6 (COVID) ● 2021 - 6 (COVID) ● 2022 - 8 	<p>More activities have resulted in higher satisfaction rates by students, parents, and staff (80%, 90%, 95%). Also, anecdotally, stakeholders state that more opportunities to be involved create a stronger sense of belonging and connectedness to the school. As students feel connected, they have better attendance, better grades, and higher graduation rates. Impact on the school's program can also be seen in the branding and marketing programs at EGCS. Since the last self-study, EGCS has gone through several marketing campaigns. In addition to increasing enrollment at EGCS, the marketing programs have helped the school better define/clarify its programs and target populations.</p>

All growth areas for continuous improvement were included in the schoolwide action plan.

Chapter II: Student/Community Profile and Supporting Data and Findings

General Description and History

Elk Grove Charter School (EGCS) was authorized in 1999 by Elk Grove Unified School District as an alternative to the district's comprehensive and continuation programs. EGCS is located at 10065 Atkins Drive in Elk Grove, California. It is located between a housing development, traditional high school (Franklin High), a fire station, a business park with a convenience store (Food Stop), county library, public bus stops, community parks, and an athletic field.

EGCS combines the benefits of the independent study delivery system (flexible schedules, personal connections, and the ability for students to accelerate credit accrual) with the supports available through a direct-instruction traditional classroom model of instruction to provide EGCS students with a hybrid delivery model. The school's delivery system has been influenced by multiple factors over the years including state and federal mandates, the EGUSD Board of Education, a council of school stakeholders, staff input, and parent and student voices. This input has manifested a variety of changes throughout the school's existence.

Vision

Elk Grove Charter School's students are empowered to realize their full range of academic and human potential.

Mission Statement

- Provide an academic environment, in individualized and group settings, which prepare students for success in higher education and the world of work.
- Develop effective written and verbal communication skills that will enable students to convey their thoughts, opinions, and feelings in a variety of situations.
- Foster a positive and safe climate in which all students develop understanding of and empathy for multicultural contributions.
- Prepare students to be moral, responsible, and productive citizens and workers in the 21st century.

Relationship with Elk Grove Unified School District

EGCS has a close relationship with EGUSD as a dependent charter. The EGUSD Board of Education governs EGCS and there is a secondary governance structure in the school's Advisory Council. This council meets regularly and receives information from the school's administration regarding programs, finance, continuous improvement, and schoolwide events. The council may be composed of parents/guardians, staff, community members, and a student. Staffing at EGCS is designed to meet the needs of a mobile student body and incorporates a dual classification of teachers and staff. With support of EGUSD, the majority of teachers are contracted through the district and are salaried based on the district certificated salary schedule. Contracted staff members receive the same benefits as other district employees while some teachers at EGCS are not contracted and are paid through timesheets based on an EGCS specific hourly rate.

All staff members are invited to district professional learning and development opportunities and receive support through EGUSD services (i.e. payroll, risk management, HR). EGCS teachers participate on various district committees including curriculum steering committees, graduation requirement, restorative justice,

and PBIS. EGCS is supported through EGUSD's curriculum and professional learning department with access to approved courses and texts, professional development, and curriculum coaching. Oversight of EGCS is provided through the secondary education department and the district's Director of Charter Schools. The EGUSD Director of College and Career Options and Charter Schools also occupies an office on the school's Advisory Council as the designated EGUSD liaison and provides support and guidance to the school's administration and staff.

California School Dashboard Performance Overview

Dashboard data has been suspended for the 2020 and 2021 school years. The most recent data per the dashboard is from the 2019 and 2022 school years. The reports can be accessed at the following link:

- [EGCS Dashboard 2019](#)
- [EGCS Dashboard 2022](#)

The Dashboard contains datasets that include: attendance, suspension rates, English Learner progress, graduation rate, college/career, ELA, Math and additional local indicators that included teacher qualifications, instructional materials, facilities, implementation of academic standards, parents and family engagement, climate survey, and access to broad course of study. Local indicators are also presented to Elk Grove Unified School District's board of education annually and can be accessed via this link: EGCS Local Indicators Reports.

For the 2022 Dashboard, the state shifted from gauges to bars which are not comparable to previous years. EGCS scored "Low" for suspension rate and chronic absenteeism. For graduation rate and ELA performance, EGCS is ranked as "Medium." Mathematics performance is marked as "Low." Other data sets such as College and Career and English Learner Progress were either not reported or no performance level reported.

As for the 2019 Dashboard, the data is represented by gauges and can be misleading. According to the 2019 Dashboard, EGCS's gauges are on the orange levels for suspension rate, college/career, and English language arts and yellow for math and green for graduation rate. The gauges represent percent increase from the previous year and as one looks at EGCS's suspension rates the orange level may raise concerns, but with deeper inspection there was only a .5% increase in suspensions and the overall suspension rate was very low (2.3% of students at least once).

Other areas of concern are EGCS's ELA and math scores. In 2019, ELA maintained its levels from previous years, but students were 21.7 points below standard and in math, student scores increased by 4.3 points, but students were 110.9 points below standards. However, according to the gauges, ELA is in the orange and math in the yellow. Looking at more recent data, EGCS students scored 6.2 points above standard in English Language arts which was a tremendous shift from the 2019 data of 21.7 points below standard. Similarly, EGCS students scored 71.6 points below in math in 2022 which was an increase from the 110.9 below in 2019. More detailed analysis of CAASPP can be found in subsequent chapters.

Other difficulties in using the Dashboard to analyze the school's overall program is the lack of disaggregated data. As a small school site, EGCS often has less than the required number of students to report on a metric. For example, the Chronic Absenteeism metric in 2019 is grayed out, but when one clicks for more details, it states that student absenteeism increased 4.3% with 6.9% of students chronically absent and is generated by only 29 students. However, in 2022, the Chronic Absenteeism bar reports 0% of students chronically absent. Other examples are the school English Learner Progress. According to the 2019 Dashboard, 45% of EL students are making progress toward language proficiency, but this percentage was generated by only 11 total students and in 2022, there is no performance level reported because there were less than 11 students.

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Lastly, ELA and math reports in both 2019 and 2022 only disaggregate by socioeconomic status, 38 and 39 students respectively. The data is very similar for both years; in 2019 students identified as SED scored 9.9 points below standard and in 2022 SED students scored 16.1 points below standard. In mathematics, the same trend continues with only detailed data for SED students who scored 93.6 and 106 points below standard respectively. However, EGCS students showed improvement in both ELA and Math with the greatest gains in ELA scores in 2022 with 6.2 points above standard vs. 21.7 points below in 2019.

The most positive Dashboard metric is the school's graduation rate from 2019 that increased 8.2% to 85% and then another increase in 2022 to 87.9%. However, the 2022 grade rate is a drop from the 2021 rate of 95%. For the 2022 data, the gauges for the graduation rate give more information than in previous years. Looking at the data, white and Two or More Race students have the highest graduation rate at 96.3% and 93.3%. Next is SED and Hispanic students with 86% and 85.7%. The lowest graduation rate at EGCS is African American students at 63.6%; however, African American students had the highest percentage of students graduating in their 5th year of high school at 9.1%.

The next section gives a more detailed description and analysis of state and local data. The heading in the following sections are linked to a separate "Data Set" document with charts/graphs. The local data provides a clearer picture of EGCS and its student body.

EGCS Demographic Data and Local Measures (headings are hyperlinked to separate data report)

The following demographic data is collected annually and reported to the state during the first week of October for the CBEDS data upload. CBEDS data shows a snapshot of the EGCS's student body in October of each year. Due to the transient nature of EGCS students, this information could look drastically different from month-to-month throughout the school year. The following sections report enrollment by grade level, gender, ethnicity, language, returning student, and special needs.

Student Enrollment Data (CBEDS)

By Grade Level

Findings and Analysis: Enrollment data over the years shows a varied trend with a dramatic increase in total students in the 2022-23 school year. There is a +100 student increase from the previous years. Disaggregating the data shows 12th grade enrollment is consistently the highest and 7th grade the lowest. However, over the 3 year cycle, 7th and 8th grade data appear to be inverted with 7th grade being the lowest enrollment during 2020-21 and 2021-22 and 8th grade as the lowest in 2021-22. However, in 2022-23, 8th grade is not only one of the highest enrolled grades, but also has the greatest percentage gain from previous years (284%). This trend may be connected to the school's before-school enrichment program, with outreach focused on incoming middle-schoolers. Other key points are that EGCS's 11th grade and 9th grade classes have had consistent enrollment over the past 3 years.

The data analysis raised questions about why students chose to either enroll at EGCS or leave EGCS. Common entry points have been during 8th and 11th grades and common exit points are between 10th and 11th grade (this trend can be seen better in the returning student data). The data analysis also raises the question of who is EGCS's target population as the school does not have a geographic area or feeder school.

By Gender

Findings and Analysis: Gender analysis shows a consistent enrollment of male students over the past 3 years, with a sharp increase in female students in the 2022-23 school year. The most significant increase was in 8th grade. The analysis raised the questions as to why female enrollment has increased with little

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concrete evidence. Loosely, the increase may be due to the school's before-school outreach including families with female players. As well, the impact of the pandemic possibly may contribute to a shift in the viability of non-classroom programs for all students; whereas, in the past, alternative programs have been a primary option for male students who are credit deficient or needing flexible school days due to outside-of-school commitments. There is a sense that there has been an increase in female students looking for smaller programs to address social-emotional issues at the large comprehensive sites.

By Ethnicity

The data show student enrollment by ethnicity for the past three years. There are five dominant ethnicities at EGCS: Hispanic, Asian, African American, White, and students who claim Two or More. The data is representative of enrollment at EGCS at the time of the state census (CBEDS).

Findings/Analysis of data: Historically, the dominant subgroups at EGCS are Hispanic, Asian, African American, and White. Over the past 3 years, Hispanic students have been the largest subgroup, with enrollment of 39%-34%. This number is decreasing over the past 3 years but is still the largest group. White students are the next highest, with a consistent enrollment average of 25%, and African American and Asian students with slight increases over the past 3 years. Asian students have increased from 9% to 14%, and African American students have increased from 11% to nearly 16%.

The data analysis raised questions regarding the comparison of EGCS's student population to the geographic area in which it is located.. The closest comprehensive school (Franklin High School) has a vastly different enrollment population, with the largest population of students being Asian (40%) and Hispanic and White at 20% and 17% respectively. EGCS's open/continuous enrollment may be the most contributing factor to the trend. As well, access to school programs, especially extra-curriculars, may also be a contributing factor to which students seek out EGCS's alternative program offerings and those who don't. With limited extracurricular and honors/AP options at EGCS, this may lead to lower enrollment numbers of certain subgroups within the Franklin community at large.

By Language & Grade Level

Findings and Analysis: EGCS enrolls students from a variety of backgrounds and languages that are spoken at home. Enrollment of students who speak languages other than English is clearly dominated by Spanish speakers (46.8%) and Arabic speakers (21.2%). 7th grade has the lowest enrollment at 3 total students who speak a language other than English and all other grade levels ranging from 7-10 students.

EGCS translates all official school-to-home communications into Spanish. Many teachers use the Talking Points application as a communication tool. It translates written communication into 125 different languages. Based on the percentage of households who speak Arabic at home, EGCS may need to look into translating services for official communications.

By Returning Student

The data in the table shows enrollment for grades 8-12 as of the first day of school and hones in on returning students. EGCS has a 7th grade program, but it is not represented in this data set as there is no feeder school for EGCS and all 7th graders are new students to the school. The data shows both the number of returning students and the number of students in each grade level as of the previous year to generate a returning student percentage rate in parenthesis.

Findings and Analysis: The total percentage of returning students has ranged from 73% to 61% with the highest percentage in the 2020-21 school year (73.3% and lowest in 2021-22 (61.3%). The increased retention in 2020-21 may be due to the impacts of the pandemic including school closures and the shift to

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and from distance learning. EGCS had a dip in retention between the 2020-21 to 2021-22 that may be due to changing health regulations. However, EGCS saw an increase in retention from the 2021-22 to 2022-23 school year that may be associated with a normalizing of student movement and students/families finding success in the school's non-classroom based hybrid program..

Looking more closely at the data, the highest retention by grade level over the date range was 12th grade in 2020-21 (86.8%) and 8th grade in 2022-23 (81.2%). Outside of the 2019-20 school year, the lowest retention level was 9th grade in 2021-22 (52.6%).

The most apparent implication of the retention data is the impact of the pandemic. EGCS retained more students through the pandemic and then dropped slightly the following year. General ideas about the reason for the drop is the return to "normalcy" by comprehensive schools and the offering of extra-curricular programs. However, as EGCS continues to offer more programs on site and perform targeted outreach, more students are staying at EGCS from year to year. Historically, retention in 9th grade has been the lowest as families often state the desire to go to comprehensive sites is to participate in more school driven activities (ie sports, clubs, extracurriculars).

By Special Needs (SPED & 504)

This data set represents the number of identified students with section 504 plans and Individualized Education Plans (IEP) for special education. The numbers are ever-changing at Elk Grove Charter School due to the school's continuous enrollment practices. This data set represents students enrolled at EGCS at the time of CBEDS (1st Wednesday in October).

Findings/Analysis of data: The number of students with Section 504 plans has decreased from 52 in 2021-22 to 37 in 2022-23. This number fluctuates throughout the year as EGCS has continuous enrollment. More importantly than the number of students is the shift in the types of plans. Historically, ADD and ADHD were the vast majority of plans whereas there has been a shift to more social emotional related needs (Anxiety, Depression). The impact of this shift has been a greater need for mental health therapists and counselor time whereas in the past ADD/ADHD needs were primarily served by the classroom/ISP teacher.

As for students who qualify for Special Education, the overall number has dramatically increased over the past three years. Looking at the increase in relation to the total population of the school, EGCS's Special Education population has gone from 4.2% to 6.7% to 10.3% respectively. Numerically, EGCS has gone from 9 to 32 students with IEPs. In addition to an increase in identified students, EGCS has seen an increase in the request for assessment. At the start of the 2022-23 school year, EGCS had 6 students in cycle for assessment; whereas, EGCS historically may have 1 request every other year.

Disaggregating the data by subgroups is problematic for a small school site. Protecting the identity of students with disabilities is of the utmost importance and therefore subgroup data is incomplete. However, the highest subgroup of students with special needs are Hispanic students and the fewest in number are Asian students.

The increase in identified students with IEP plans and the increase in the requests for initial assessments increases the workload of the school's RSP teacher and district support staff (psychologists and MHTs). In the classroom/ISP environments, teachers are having to adjust and accommodate for students' needs in ways that are not typical. Furthermore, EGCS has no modified courses (workshops) and students with the need for modified coursework are transitioned to all ISP and assigned to the school's RSP teacher. Ultimately, the impact of these increased numbers is on teacher capacity and the school's ability to meet the needs of the students. However, the school will need to monitor the situation and determine if this increase will continue to be a trend or if it normalizes as school systems recover from the pandemic.

By English Learner Language

The following data sets represents the total enrollment of English Learners and the number of LTEL (long term English learners) at EGCS. It also includes disaggregated EL enrollment by how long a student has been identified as an English Learner. The categories for this set of data are students who have been identified for 0-3 years, 4-5 years, and 6+ years. The data is taken at the time of the state census (CBEDS) on the first Wednesday of October. Due to EGCS's on-going enrollment, these numbers can fluctuate throughout the school year.

Findings/Analysis of data: The data shows a consistent number of designated English Learners over the past 5 years (approximately 12-15 students). However, the number of students who were previously redesignated, as Fluent English Proficient, rose dramatically in 2022-23 to 53 students. It is important to note that these numbers are taken at CBEDS and the 12-14 identified EL students enrolled in October are not necessarily the same EL students enrolled at the end of the school year. With no feeder school and a transient population, tracking growth over time is difficult.

It is also important to track the length of time a student has been designated as an English Learner. Unfortunately, there is no data for the 2022-23 school year for this information, but looking at past school years, EGCS has had 0 students across all grade levels who have been a designated EL student for less than 6 years. Conversely, the data shows 100% of EGCS EL students have been designated as an EL student for over 6 years. The implications of this information for the school and its programs is to better understand the reclassification process and identify the roadblocks that prevent reclassification.

However, the data shows that EGCS has a fairly high population of students who were identified as English Learners at one point. Over the past 4 years, the number of fluent English proficient students have ranged from a low of 33 to a high of 54. This represents an average of 20% of EGCS students. EGCS saw a decrease in the number of Redesignated Fluent English Proficient students. The higher number of redesignated students at EGCS helps to explain the higher number of languages spoken at home vs. the number of languages spoken by students.

Lastly, the majority of identified English learners at EGCS are in the 11th and 12th grade. This correlates with the years identified (6+) and also has implications on the delivery and effectiveness of the school's ISP program. More specifically, ISP requires a high level of English reading comprehension and writing skills. With the school's shift to primarily focused ISP instruction in grades 11 and 12, a student's English proficiency has an impact on their ability to learn the content and complete the required credits for graduation. The low numbers of EL students at EGCS makes disaggregating the graduation rate by English Learners impossible, but anecdotally, teachers report EL students often have higher levels of frustration and a slower rate of credit completion.

Elk Grove Charter EL Students by Language

The data shows the number and percent of languages spoken by English Learners at EGCS. Due to the small number of English Learning students and the enrollment practices of EGCS, the languages students speak may change from year-to-year.

Findings/Analysis of data: Analysis of the languages spoken by students at EGCS revealed that Spanish (46%) is the most commonly spoken language by English learners. The remainder of the languages spoken have 1-2 students. However, comparing the languages spoken by currently identified EL students to the languages spoken at home there is a small disconnect. Other than English, Spanish is the next most common language, but the disconnect between the data can be seen in the number of families who speak Arabic in the home. This is interesting because only 2 identified EL students over the past 5 years have spoken Arabic, yet it is the 3rd most spoken language outside of school. This helps us to better understand

the needs of the school's entire community as most of the Arabic speaking students were redesignated prior to enrolling at EGCS, but their parents may not be English proficient which can impact their ability to engage with the school.

The data also suggests a need for teacher specific training as EL students are scattered across grade levels and languages. Receiving support from EGUSD's student services department and on-going training for teachers and the school's English Learner Coordinators is essential to their success.

Socioeconomic Status

The following data sets present information for students who are identified as Foster Youth and students who qualify for the federal free meal program. Students who qualify for free meals may have barriers beyond meal insecurity that prevents them from being successful. The data for these groups is difficult to disaggregate do to the small number of identified students, but the data is important to better understand the nuances of EGCS's student profile.

By Foster Youth

Findings/Analysis of data: Foster Youth at EGCS is the smallest subgroup of students. With a 3-year average of 2.6 students, this is not a high area of need. However, all foster youth at EGCS are supported by district level support in addition to on-site staff . EGCS continues to monitor and support its foster youth students as enrollment numbers may change during the school year. EGCS's continuous enrollment model creates a level of uncertainty pertaining to identified subgroups of students.

By Free Meal Program

Due to changes in the law for non-classroom based programs, EGCS began providing lunch to all students who are on campus for more than 2 hours in 2018-19. Through the pandemic, EGCS provided lunch to all students via a drive-through system. Since that time, All students at EGCS receive both breakfast and lunch free of charge. Meals are provided and served by EGUSD food services. Families are encouraged to complete the meal declaration forms during the school year, but all students regardless of economic status receive the meals. However, the forms provide EGCS with information on who would qualify under federal guidelines and provide the school with data for students who qualify as low income.

Findings/Analysis of data: The percentage of students who qualify for free meals under federal guidelines and are identified as low-income has bounced from a low of 36% in the 2019-20 and 2021-22 school years to a high of 46.5% in 2022-23. Even though EGCS would qualify for Title I funding, the school does not currently receive these funds. The school has not pursued Title I funding based on the school's current financial surplus and the impact of adding another layer of planning/implementation onto the school and staff.

Local Enrollment Demographic Indicators

In addition to the traditional data sets, EGCS collects a variety of local indicators that assist in defining the community profile at EGCS. The following is an analysis of internal attendance and discipline rates, participation in community college courses (Advanced Education) and Career Technical Education (CTE) courses, college entrance exam completion, and national college going rates. These local indicators are aligned with the school's LCAP local indicators that are presented and approved annually by the school Advisory Council and the Elk Grove Unified School District Board of Education.

By Attendance/Discipline Incidents

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EGCS's non-classroom hybrid program creates significant hurdles in capturing and analyzing attendance data. More specifically, the school has an average funding ADA of more than 95%, but attendance to workshops and ISP appointments is not consistent with this average. ADA funding is primarily collected through "work product" rather than physically being in attendance on campus. During the previous self-study, EGCS attempted to develop a method to track pupil physical attendance rate based on attendance for periods 1-8 workshops in the master schedule.

Findings/Analysis of data: Due to the pandemic and the shift to distance learning, EGCS no longer found the physical period attendance rate data relevant or actionable at EGCS. For the 2022-2023 school year, EGCS is implementing a new system to collect physical attendance rates for not only workshop classes, but also ISP meeting attendance. This item will become part of the school's LCAP and data analysis cycle in the future.

As for suspension data, the information is relatively obsolete as there were no suspension incidents during the pandemic and EGCS did not experience many incidents during the 2021-22 school year after returning to "normal." However, looking at 2022-2023, there has been an increase in suspension incidents (especially for middle schoolers and related to fighting) through the first semester of the school year. Implications may lead the school to increasing support staff, instruction surrounding character education and/or improved PBIS structures.

By Advanced Education Enrollment, CTE, & AP

One of EGCS's local indicators for the availability and access to a broad range of course work is the number of students taking Advanced Education and Explore CTE courses. These courses do not exist on EGCS's campus and allow students to either earn early college credit or certifications. In the past, EGCS has encouraged students looking for advanced level work to take these classes either at the local community college or surrounding schools. In the 2022-23 school year, EGCS added a small number of Advanced Placement courses, which will become part of the school's LCAP Local Indicators.

Findings/Analysis of data: EGCS's number of students taking Advanced Education and CTE courses has steadily decreased over the years. Reasons for this decrease may include increased course offerings at EGCS in advanced courses (Math III, Probability and Statistics, Spanish III). The decrease in CTE enrollment may be due to the health concerns and the reluctance of students and families to enter multiple physical spaces. Also, EGUSD eliminated one of the most popular Explore CTE courses for EGCS students (Phlebotomy).

Also, there may be a knowledge gap between the school's staff, outside organizations (CTE, CC), and families. Stakeholders may not be as comfortable or knowledgeable of the logistics to take these courses and have not sought them out. Further implications of this data may be seen in a decrease in college going rates in the future. As EGCS works to provide more options on campus, this may be mitigated.

By College Entrance Exam Completion

EGCS tracks a variety of college entrance exams taken by students. This metric is not overwhelmingly significant as many EGCS students choose to go to community college or begin working and there is no need to take the entrance exams. In addition, as an impact of the pandemic, many entrance exams have been/or will be eliminated in the coming years. This metric may be replaced in the coming years.

Findings/Analysis of data: The data confirms that few students take traditional college entrance exams (ACT/SAT). Over the past 3 years, no students have taken the ACT, and SAT takers decreased from 11 to 2. This may be due to the primary population at EGCS and the elimination of these tests as a college entrance requirement. EGCS began to re-offer the ASVAB on site since the pandemic and expect numbers

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to increase in the future. As for PSAT/NMSQT, EGCS offers this test on site free of charge for 8th-11th grade students. The higher numbers of test takers in 2019-20 and 2021-22 is due to this structure.

National College Attendance

Findings/Analysis of data: EGCS has had a consistent college going rate of approximately 50% of students since the last visit. The most recent data is for the class of 2020. Since then, EGCS has made considerable efforts to increase access and opportunity for students to go straight to 4 year universities. In part, this shift has come through the school's recent increase in athletes. Many of these students need to be able to complete course work for both a-g and NCAA in order to be attractive and accepted at colleges. The school began working directly with clubs in 2019 and should see an increase in college going rates in the near future.

The community college going rate has also stayed consistent at 41-42%. With changes in legislation to provide financial assistance to community college students who matriculate to 4-year universities, EGCS should see an increase in the number of community college attenders. Implications are that EGCS staff will need to be better prepared/knowledgeable about the college-going route to assist students and families. In addition, EGCS will need to ensure it has the course work that will not only qualify these students, but also prepare them for success at the next level.

Staff Description

EGCS employs the following positions: 1 principal, 1 vice principal, 1 counselor, 17 teachers, and 5 office and support personnel. EGCS employs both contracted and hourly certificated staff. All certificated staff members hold California Credentials and EGUSD's Human Resources provides support to ensure teachers are compliant with state law. All full-time certificated staff members are contracted and part of the local union (EGEA), whereas part-time staff are hourly employees of the school district. In 2015, during the charter petition renewal, the school and authorizer (EGUSD) wrote aspirational language to clarify the staffing relationship between EGCS and EGUSD. For the 2020 petition renewal, all EGCS employees were deemed employees of the district; however there was additional aspirational language to further clarify the status of certificated employees. Unfortunately, due to the pandemic, the majority of this work has been delayed but is slated to be addressed prior to the 2025 petition renewal.

In addition to addressing the employment relationship between the school and the district, the school's delivery model and master schedule greatly impacts the staffing model of the school. In addition to addressing the staffing model and relationship between the school and district, EGCS used aspirational language in the previous renewal to grow the program to 500 students. This intended growth will require additional staff members. Therefore, clarification of the staff/district relationship is essential to not only attract new staff, but also retain current staff. Further nuances to the school's delivery model has impacted staff; EGCS has increased the number of direct-instruction courses offered at the school, which ultimately creates additional staffing needs and class time/space in the master schedule. With staffing shortages in the area, addressing staffing needs and implementing and developing new programs has been difficult.

EGCS has consistently employed between 23 and 26 employees over the self-study cycle. The majority of staff members are female and white, with an increase in Hispanic and Asian staff members and a decrease in African American staff. Currently, EGCS is operating at enrollment capacity in the school's independent study program and has attempted to hire new ISP teachers with little success.

Student Achievement Data (2020, 2021, 2022):

Statewide Achievement Indicators

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The following section outlines the outcomes for traditional data sets such as graduation rate, a-g completion, and CAASPP scores. For EGCS, this data can be difficult to disaggregate and analyze as subgroups are small and often do not have published data. EGCS often looks at individual student success to measure success or aspects of the data that applies to the school's student population. For the CAASPP data, the following table also has the scores for 11th grade students who have been at EGCS since 9th grade. With EGCS's transient student population, this data is more useful in analyzing the impact of the school's programs and needs.

By Graduation, a-g, and State Seal

Findings/Analysis of data: EGCS saw tremendous improvement in the school's high school graduation rate from 80.4% to 95.4% for the class of 2021. Unfortunately, there was a decrease in the graduation rate for 2022 to 87.6%. The decrease in graduation rate can be attributed to the number of students who left EGCS during the pandemic and didn't re-enroll in a California school or enrolled in a non-CALPADS reporting home school. Even though EGCS offered the California minimum graduation rate for students impacted by COVID (AB 104), this assembly bill did not address the students who never re-enrolled in a CALPADS reporting school.

Conversely, as the graduation rate decreased in 2022, the UC/CSU a-g course completion rate increased to 23 students, and the number of students who earned the Golden State Seal also increased to 11 students in 2022. The increase in a-g completion directly correlates to a shift in students' post-secondary goals. This shift will impact the school's course offerings, new course development, scheduling, and teacher/counselor training.

By CAASPP Scores

The following data set represents CAASPP test scores from 2018-19 to 2021-22. Unfortunately, due to the pandemic, there is no data for the 2019-20 school year. The table is divided into results on the ELA and Math assessments along with the with the number of students in each grade and their performance levels. Because of EGCS's small size and transient population, there is an additional column of data representing the scores of 11th graders who have been enrolled at EGCS since 9th grade (ie, Long Term Students). This data gives the school a more complete picture of the effectiveness of the EGCS program over time.

Findings/Analysis of data: Data analysis for this section shows increasing numbers of students in grades 7 and 8 and a decreasing number of 11th grade test takers. This trend is consistent with the increase/decrease in enrollment numbers reviewed previously. Fluctuating numbers of test-takers makes it difficult to analyze the entirety of the school's programs. More specifically, 7th-8th grades are historically the smallest grade levels and 11th grade is the most diverse grade level in terms of why students enroll at EGCS. 11th graders enroll for a wider variety of reasons (flexibility, credit acceleration); whereas, most 7th-8th graders choose EGCS for its small school environment. However, this data set does provide an aspect of student achievement that is important to analyze and understand.

On the ELA assessment, there is no data for 7th grade in 2018-19 and from 2020-21 to 2021-22 there was an increase in students who met/exceeded standard from 38% to 53% respectively. The trend was similar for 11th grade from 30% in 2020 to 57% in 2022. As for long term 11th graders (students who were enrolled at EGCS since 9th grade) the percentage of students who met/exceeded standard went from 60% in 2019 to 34.6% in 2021 and 57.1% in 2022. As for students who did not meet standard, the number for 7th graders dropped from 38.5% to 29% whereas 8th grade stayed the same at 31%. The greatest positive trend were in both 11th grade categories as they dropped from 38.5% to 14% scoring "Not met standard" on the assessment. For long-term students, the not met standard category dropped from 26.9% to 10.7%.

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Contributing factors for this data may include a change in both teacher and program from 2018-19 to 2021-22. There was a change in teacher in 2018-19 for middle school and again in 2020-21 for 9th and 10th grade. EGCS also adopted honors coursework for grades 8-10 that may have residual effect on student test scores. There has also been a shift in focus from writing structures to reading comprehension and literacy.

For math scores, EGCS continues to struggle with students meeting/exceeding standard. For 7th graders, the percentage of students in this category went from 41.67% to 26% between 2021 and 2022. For 8th graders, the number went from 23.53%, 27.58% to 20%. The biggest change over this time period has been in the 11th grade. The percent of students who met/exceeded standard went from 6% to 13.5% to 27%. Shifts in scheduling and course offerings contribute to this trend. In previous years, the majority of 11th graders did not take math as they could graduate with only 3 years of math. They would take a “gap year” from math and then take Business Finance as a senior. The shift toward a-g completion has eliminated the “gap year” and the offering of Math 3 and Statistics now gives students the opportunity to take grade level and above math in the 11th and 12th grade.

By English Learner ELPAC

The data set for English Learners gives performance data on the English Language Proficiency Assessment for students in each of the assessments performance levels. The data set is incomplete on multiple metrics. Primarily, there is no data for the 2019-20 school year due to the pandemic and as there are too few students in each area in 2020-21 to produce a number/percentage.

Findings/Analysis of data: The largest overall percentage of English Learners are in levels 2 and 3; whereas, in the subcategories of Oral Language in 2021-22 the highest percentage was in level 3 at 56.2%, but in 2018-19 levels 2 and 4 both had 35.7%. In Written language, level 2 was the highest in 2021-22 with 37.5% and in 2018-19, level 3 was the highest with 50%. Unfortunately, due to the pandemic there is no data for 2020-21 and the transient nature of EGCS’s EL population makes the data difficult to spot trends. However, one trend is clear—not all EL students at EGCS take the test as the percentages don’t add up to 100%. This may be due to the transient nature of the students or deficiencies with the school’s testing protocols to ensure all students test.

Local Achievement Indicators

The following data sets represent locally collected and analyzed data. The indicators include percentage of students on track to graduate, enrollment in math courses, average credits earned, and grade earned by course type. These data sets help the school not only understand the performance of the students at EGCS, but also help better understand the overall student profile.

By Student On-Track Status

The data shows the percentage of students in each grade level who are “on-track” to graduate based on the number of credits earned by the start of the school year. In order to be considered “on-track,” students in 10th grade must have earned 55 credits by the beginning of the year. Students in 11th grade must have earned 110 credits, and 12th grade students must have earned 165 credits by the start of the school year.

Findings/Analysis of data: Over the 4 year period represented, all grade levels have increased in “on-track” status. The greatest gains were in grade 12 with a low of 65% to a high of 83%. The lowest on-track status grade level was 10th grade in 2019-20 at 55%; however, it increased to 89.6% in 2021-22 and dropped again to 63% in 2022-23. The fluctuation in status may be due to the pandemic and students'

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struggles with “pandemic-style” distance learning. Also, the drop in 2022-23, may be due to a “normalization” in student population as 2021-22 has higher percentages than all other years. Other implications are what percentage of the students represented have been at EGCS for several years, versus new students who may have enrolled at EGCS for credit acceleration. This data would be difficult to gather, but may be something to further explore.

By Math/ELA On-Track Status

Similar to the percentage of overall “on-track” status for graduation is the percentage of students who are enrolled in a “grade-level” math course. Math skill level can be a strong indicator of student profiles. Over the past self-study cycle, EGCS has made considerable effort in understanding and addressing student math skill levels. To further clarify, the baseline courses in math that are considered “on-grade level” are the following: Math 1 = 9th grade, Math 2 = 10th grade, Math 3 = 11th grade. Applied math is an intervention course for students between Math 1 and Math 2 and Stats is a new course for EGCS that can be taken in-lieu of Math 3 or after Math 3.

The data for ELA shows the “on-track” percent of students by completed credits from the previous year rather than course enrollment. This is because 100% of 10th graders are enrolled in the school’s ELA 10 workshop course even if they still have ELA 9 credits to complete. The data shows the percentage of students by grade level who completed all 10 credits of the previous ELA course.

Findings/Analysis of data: According to the data, 10th graders enrolled in Math 1 decreased from 2018-19 to 2021-22 (48.8% to 16%); in 2022-23, the number increased to 27.4%. As for 11th graders, the percentage jumped around from year-to-year (21%, 9.9%, 15%, 5%, and 17.9%). According to enrollment data/trends, 11th graders at EGCS are often credit deficient, and the Math I enrollment data supports this. Furthermore, the data shows the difficulty in addressing math deficiencies, when the percentage of incoming 11th graders who need the lowest level of high school math changes from year-to-year. For 11th graders in Math 2, it appears to have a 3 year decreasing trend from 2018-19 to 2020-21 from 22.7%, 15.5%, to 9.6% and then an increase in 2021-21 to 22.1% and another drop in 2022-23 to 14.4%. As for 10th graders enrolled in the “at-grade-level” math (Math 2), the same pattern applies with a 3 year decrease from 2018-19 - 2020-21 (57.1%, 43%, 14%) with a jump to 50% in 2021-22 and another drop to 33.9% in 2022-23. The “at-grade-level” math for 11th grade (Math 3) shows an increase from 22.7% to 42.9%. There is also an increase in 11th graders taking Statistics, which is a new course at EGCS and is either the next course after Math 3 or a replacement for Math 3. The enrollment in Statistics has doubled from 6.5% to 12.5% from 2021-22 to 2022-23.

Analysis of English class enrollment is simpler as there isn’t the same variety of below, at, and above grade level courses students can take. In high school, there is one distinct English class for each grade level. The data shows the percentage of students in 10th and 11th grade who earned all 10 credits of the previous year’s class. From 2018-2022, the percentage of “on-track” 10th grades was in the 70 and 80 percentiles. In 2022-23, that number dropped to 58.1 %. As for 11th graders, the on-track percentage has been consistently in the 60th percentile with 2021-22 as an outlier at 81%. The pandemic may have considerable impact on this trend not only for current EGCS students, but also for students coming to EGCS from other schools.

By Average Credits Earned at EGCS

The data shows the number, percentage, and average credits earned by grade level. EGCS shifted to quarter grading periods in 2020-21 so the data is not fully comparable as the 2018-2020 data is for semester grading periods. The data was captured for students who were enrolled at EGCS since the CBEDS

census date.

Findings and Analysis: Students in grades 9/10 are part of the school’s daily workshops and are scheduled for 35-40 credits per semester; whereas, 11/12th graders shift to the school’s ISP program and are scheduled to earn approximately 30 credits per semester. The school’s overall graduation credit requirement is 220 credits which requires students to earn 27.5 credits a semester. Most surrounding comprehensive schools in the area on the “block” schedule earn nearly 320 credits by the end of high school. EGCS graduates earn between 220-300 depending on their post secondary goals and how long they have been enrolled in the school. For students in 9th/10th grade, they track closer to the “block” schools’ credit output, whereas 11th and 12th graders adjust to the traditional school output. Unlike comprehensive schools, EGCS students graduate as soon as they meet the graduation requirements or their goals. EGCS starts graduating seniors as early as the 1st grading period of the year.

As for credit accrual total by student, the data is difficult to analyze for several reasons. Initially, EGCS shifted from semester grading periods to quarter grading periods in 2020-21 so this makes the data non-comparable. Also, EGCS has continuous enrollment throughout the school year, which impacts the students’ credit earning ability. For ISP students, they are typically assigned around 2 credits of work per week to complete (30 hours) and can earn as much as 3 credits per week (45 hours). Depending on a student's goals or credit status, they may not only be assigned a different number of credits each week, but also complete at mastery a different number of credits.

However, looking at the data as presented, the semester grading periods between 2018-20 show 9th graders earned an average of 30 credits, 10th graders, averaged 32.75 credits, 11th graders 26.75, and 12th graders 27.5 credits. This data shows that across all grade levels students at EGCS are generally earning enough credits per semester to graduate within 4 years or less (this doesn’t take into consideration the number of students who may be credit deficient and need to earn more credits per grading period to graduate on-time).

Disaggregating the data into the number of credits earned by grading period shows the percentage of students earning less than 20 credits increased for 9th and 10th graders between 2018-2020. This may be due to the pandemic and the delivery of distance learning and decreased ability to implement EGCS’s typical intervention strategies. Also, EGCS took a position of not “dismissing” students during the pandemic for low credit output as support at home was inconsistent across the student body. However, the percentage of 11/12th graders who earned less than 20 credits decreased for both grade levels across the 2 year period. 11th grade saw the largest decrease from 32% to 15%. This may be due to EGCS’s ISP program that was not as impacted by the pandemic and shift to distance learning. EGCS already had intervention systems in place to meet the needs of students and some students who may have struggled in the direct-instruction variety of distance learning thrived in EGCS’s ISP program.

For the 2021-23 school years, EGCS shifted to quarter grading periods and the data shows 9th graders earning on average 13 credits, 10th grade earned 15 credits, 11th and 12th grade earned an average of 10.6 credits per quarter grading period. This data shows that students are earning slightly less than the minimum required to graduate. We also see a small decrease in the number of credits earned for all grade levels in 2022-23. Teachers feel it has been difficult for students to transition back to “in-person” instruction, and many of the school’s underclass students do not fully understand the impact of not earning credits in high school as so many were socially promoted not only in middle school, but also through the pandemic. As well, many students are still behind in both organization and content area skills due to the pandemic.

By Course Grades

As part of the school’s local indicators, the collection and analysis of grades in a-g and non-a-g courses has

helped clarify the student population at EGCS. The table below shows the percentage of students who earned a grade higher than 75% in a-g courses and 85% in non-a-g courses. The 75% baseline for a-g courses was established based on the UC/CSU requirements.

Findings/Analysis: The data shows a “U” shaped curve with 81.25% of students earning a “C” or higher in a-g classes in 2019-20, with dips to 66% and 70% in 2020-21 and 2021-22 and then an increase to 84% for the 1st quarter of 2022-23. This trend may be a function of the pandemic and the difficulties in grading in a purely distance learning environment and then skill deficiencies during the return to in-person instruction in 2021-22. As for students earning a grade greater than 85% in non-a-g classes, the percent is more stable with 75%, 75%, 65%, and 78% respectively. Implications of the data have shifted EGCS staff to analyze grading practices not only across course categories, but also across teachers. Ensuring consistent grading practices across teachers in EGCS’s hybrid programs is essential to better understanding student learning.

[Interim Assessments Data](#)

Below are links to district created interim assessments in both English and math. The assessment windows were determined by the district and then delivered through the assessment platform Illuminate. This data set is new to EGCS, and the math and ELA departments are working to determine ways to implement it into their traditional data analysis model. In a traditional school, this data could be very useful to coordinate and calibrate teacher activities, but with EGCS’s small departments and hybrid delivery-model with both independent study and classroom instruction, this may be difficult. In addition, EGCS’s asynchronous delivery through independent study creates another layer of difficulty in using this type of data. Asynchronous teaching and learning requires a full school year to administer all of the interim assessments as students begin and complete courses throughout the school year. Therefore, unlike traditional synchronous programs that can administer, analyze, and make changes in a linear fashion throughout the school year, EGCS’s cycle is much longer and may need multiple school years to identify programmatic and curriculum related deficiencies. EGCS has created and implemented a variety of interim assessments over the years, with little to no success. With EGUSD’s adoption and support of the ELA and Math interim assessments across the district, EGCS is hopeful to see improved implementation and results.

ELA/Math Interim Assessment Data - [7th-12th ELA/Math Interim Assessment Results](#)

- [2021-22 ELA 1st Interim](#)
- [2022-23 ELA 1st Interim](#)

Findings/Analysis: Review of the data reveals an improvement of student skills over the past 2 years. Students who started in 8th grade improved as they moved into the next grade level. For students in 7th grade, they show a lack of skills that may be compounded from the effects of the pandemic during elementary school. Students who fall from the Exceeds (blue category) to the Green (Meets) raise questions regarding if they are simply not showing enough improvement from year-to-year to “exceed” standards or is the assessment simply more challenging for them so they don’t perform as well. Another question to consider is if math scores have similar results from year-to-year.

Overall, collecting and analyzing the data allows for targeted support in the classroom and support labs. Specifically, for 7th graders who do not meet standards. The school’s labs are helpful, but the “drop-in” structure doesn’t allow for targeted support. Also, another question to consider is what support can the school provide for students who have already exceeded standard (blue category). The ELA department also noted that for the 2022-23 7th graders who “Do Not Meet” standard are all primarily students with special needs (SPED, EL), whereas the majority of the students who met the standard are all English

Fluent/English Only students.

- [2021-22 Math 1st Interim](#)
- [2022-23 Math 1st Interim](#)

Findings/Analysis: Areas of note regarding the administration of interim assessments are they are offered throughout the school year and coordinated to be delivered directly after instruction is given in the classroom. This is significant as a comparison to the school’s SBAC administration, which is offered only once per year and after longer periods between instruction and assessment. Also, the interim assessments are considerably shorter than the SBAC assessments and have a more focussed scope. The math department comments that the interim assessments do not require or assess long-term math skills whereas the SBAC does. Lastly, classroom teachers incentivised students with gradebook points for good performance on the interim assessments, whereas there is no such incentive with the yearly SBAC assessments. Areas for growth and implications of this data are to determine best practices to support student buy-in so interim and SBAC data are comparable.

Perception Data

The following perception data is accessible through the links provided. Families complete a welcome survey when students enroll at EGCS and all other perception surveys are conducted through EGUSD and are components of the LCAP development cycle. Unfortunately, EGCS parents/guardians have historically low participation rates on surveys. Student rates are better for grades 7-10 as they take the surveys when they are on campus each day. However, 11th and 12th grade students are on campus less frequently and therefore have lower participation rates. To explore the data, please click the links to access the survey reports:

- [EGCS Welcome Survey 2022-23](#)

Findings/Analysis: The data shows the majority of respondents are returning students and came to EGCS for a variety of reasons, but a safe campus environment stood out. More than half of the students stated they have a goal after graduation, and that 98% of parents are willing to support students academically outside of school hours.

- [2022 Parent Survey Results EGCS](#)
- [2022 Parent Survey Results - Alt. Ed](#)

Findings/Analysis: Unfortunately, only 10% of parents responded to this survey. This is in contrast to on-boarding data where 70% of parents stated they are willing to answer monthly surveys. This survey is administered by the school district, and we may have improved response rates if the school increases awareness of this survey and its importance. From 2019-2022, there is an increase in provision of healthy meals, developing arts, and prep for college and career readiness. In the “overall effectiveness categories,” EGCS unfortunately decreased in all 5 categories from the 90 percentiles in 2019 to high 80 percentiles in 2022. Parent perceptions of overall effectiveness dropped from 96% to 86%, and quality of instruction dropped from 92% to 80%. However, as a sub-category of instruction, preparation for MS/HS/College increased from 97% to 100% and developing the arts increased from 56% to 67%. Other positives are the school’s provision of healthy meals increased from 50% to 80%, and informing parents of how students are doing socially increased from 69% to 90%.

- [2021-22 Student Climate Survey](#)

For areas of academic support, ~70% of students rank all categories favorably with the highest category being 52% of students strongly agree that teachers encourage them to work hard with another 33%

responding “yes...most of the time.” 67% of students state they know how they are expected to act in class. 70% of students state they have never had their feelings hurt in class, and 62% state they have never had their feelings hurt on campus. Lastly, the majority of students report zero negative incidents occurring on campus related to safety and bullying related behaviors.

- [2021-22 Staff Climate Survey](#)
- [2021-22 Staff Climate Survey - Organizational Culture](#)
- [2021-22 Staff Climate Survey - Favorability](#)
- [Fall 2019 Staff Climate Survey](#)

Staff perceptions across multiple school years (2019-2022) remains consistent for a climate of support for academic learning, knowledge and fairness of discipline, rules and norms, and safety. Staff perception for “This school helps students academically” is in the 90th percentile; however, perception of discipline and consequences dropped from 50% favorability to between 30-40%.

- [Fall 2020 Graduate Survey](#)
- [Graduate Survey Follow-up 2014-2019](#)

There was a low number of survey takers between 2014-19; however, the most negative response of 33% disagree that they manage their time wisely and the largest positive of 78% of students state they “meet financial obligations.” For other graduate surveys, overall responses are favorable with connectivity as the most positive response and engagement as the most negative response. Males show a high percentage in the Act, Plan, Think, Connect categories.

Preliminary Major Student Learner Needs and Focus Group questions

Preliminary Learner Needs

Common Learning Needs:

- College and career readiness
- Improve math and ELA skills
- More supports for students with special needs

Preliminary Focus Group Questions:

Common Questions to Address:

- Impact of changing enrollment
- Are hybrid structures for delivery and supports adequate?
- Impact of curriculum on student learning

Chapter III: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes*.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A1.1: School has a vision/mission that is printed in student handbooks, part of on-boarding and marketing materials, email signatures, and on other printed materials. Per survey to parents and students, a third state they know the vision, a third say they don’t, and a third state they maybe know it. The group concluded that the mission vision is implicit in the school’s program and offering, not necessarily forward facing. The school could benefit from more explicit development and communication of the Staff/PLC agendas, vision/mission of the school and ultimately the EGCS brand.</p> <p>A1.2: Precepts of the school’s vision/mission are innate to the school’s program. Students and families gravitate to the school based on the flexibility and types of programs offered at the school (before school program, minimum day schedule, independent study, early graduation, and concurrent community college enrollment). Per focus group surveys, the primary reasons students attend EGCS are for its schedule and flexibility. However, there is not a formal process to develop and refine the vision/mission beyond conversations and programs that are</p>	<p>Student handbook</p> <p>On-boarding paperwork</p> <p>Staff agendas</p> <p>Support Plans</p> <p>PBIS materials</p> <p>PBIS Posters</p> <p>PBIS Pictures of Campus</p> <p>Advisory Council</p>

<p>developed and implemented by staff.</p> <p>A1.3: Understanding of the school’s vision can be divided between those who “explicitly” understand it and those who “inherently” understand the vision/mission of the school. Unlike traditional schools with community based attendance areas, 100% of students and families who attend the school have to search it out and complete the on-boarding/enrollment process. Explanation of the school’s vision/mission and how its niche programs fulfill the mission of the school are part of the process. But after focus group surveys and conversations, it is clear not all school partners are able to “recite” the vision/mission of the school, but also stated once they saw/heard it that the stated vision/mission is inherent to the school’s programs and delivery.</p> <p>A1 Prompt: Evaluation of the school’s vision/mission is that it's somewhat effective but needs a formal process to continually develop it and would benefit from more explicit communication and promotion. In addition, explicit communication of expectations to parents/guardians as students transition to EGCS could be improved.</p>	<p>Agendas/Sign In Sheets</p> <p>Advisory Communication documents (emails, website, social media)</p> <p>Google Form Surveys</p>
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A2. Governance Criterion

The governing board (a) has policies and bylaws and the school’s purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority’s role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school’s stakeholders understand the relationship between the governing board’s decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
<p>A2.1: It is clear that EGCS is part of the greater Elk Grove Unified School district. The district board of education is the school’s board. As a “dependent” charter school of EGCS, the school utilizes EGUSD facilities, support staff (district level), and all employees at EGCS are employees of EGUSD. In addition, EGCS has a school site Advisory Council. The council is made up of parents/guardians, staff, students, community members and meets regularly. Both the school board and Advisory Council are discussed during</p>	<p>Welcome survey at on-boarding</p> <p>Advisory council agendas/minutes</p> <p>EGUSD authorized petition</p>

<p>on-boarding/enrollment and are advertised throughout the year to all school partners.</p> <p>A2.2: The relationship between the district’s board of education and the school’s advisory council is known, but not fully understood. The nuances of the two bodies are different from what is generally understood by most parents/guardians, students, and staff. However, the school’s charter petition clearly identifies the Elk Grove Unified School board as the governing body of the school. This document is available to the public through the school’s website and in the office. The district and the school also have a Memorandum of Understanding to further clarify rules and decision making. Over the years, EGCS has become increasingly incorporated into EGUSD.</p> <p>A2.3: EGCS leadership is trained and supported by EGUSD staff regarding Uniform Complaint procedures and investigation. The process can be found on both the school’s and district’s websites and the appropriate school partners are notified of the UCP policies and procedures annually.</p> <p>A2 Prompt: EGCS is effective in that it accomplishes legal requirements and supports outreach for new members and succession. The role between the school board and school leadership is defined but could be more explicitly clarified to school partners through more repetition and recruitment of school partners for councils and committees.</p>	<p>MOU</p>
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[A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion](#)

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based, Inclusive, and Collaborative: The school’s broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school’s schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

A3. Prompt: Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
<p>A3.1: EGCS has a continuous improvement process that is integrated with the development of the yearly LCAP. This process is broad-based and inclusive of all school partners. The primary entity in this process for data assessment for student needs, collaboration, and monitoring is the staff Professional Learning Communities (PLCS) structure. PLCs meet at a minimum bi-monthly and review and analyze student data from interim, summative, and formative assessments, class grades, attendance, and a-g completion rates. The PLCs coordinate with administration who present information to the Advisory Council and other parent/student groups for review and input. Ultimately, the yearly LCAP is reviewed and developed through the information from this group.</p> <p>The LCAP information is presented throughout the process and partners are able to give input through general staff meetings, PLCs and parent meetings, and Advisory Council meetings. Teachers are encouraged to look for ways to use LCAP dollars for programs (ex. conferences), curriculum development, and assessment data (HMH, Interim assessments), which is primarily discussed in the PLC structure or directly with administration.</p> <p>3.2 - Simply stated, the LCAP drives yearly goals/objectives that dictate services. The LCAP is developed through continuous monitoring of data and school programs. Furthermore, the LCAP sets both baseline and expected outcomes that school programs, actions, and services to which are aligned. Each PLC has certain LCAP actions/services specific to their group, and PLC chairs work with site leadership to monitor, analyze, and develop ongoing programs to support student needs.</p> <p>3.3 - Staff structure and relationships facilitate ease for collaboration and collective accountability and support for student learning. As a small school site, staff members often “wear many hats” and have multiple responsibilities. Though at times this can be difficult as there are many projects and programs to manage, it also eases collaboration and shared-decision making. Staff are comfortable working with each other, and administration is accessible for support and guidance.</p> <p>3.4 - Communication is primarily driven through weekly memos, email, video, instant messaging (Teams, Talking Points), support plan meetings, and probations contract discussions. There is dedicated time every week for either PLC, staff meeting, or grade level meetings. Communication and collaboration happen organically because of the school’s size and single building facility. There is an open door policy with the office/administration staff,</p>	<p>LCAP</p> <p>Advisory Council Agendas</p> <p>Staff meeting/PLC agenda</p> <p>HMH Math: Growth Report HMH English: Growth Report</p> <p>Small building size for proximity</p> <p>Emails (Monday Memo)</p> <p>Videos messages (Youtube links)</p> <p>Talking points Example</p> <p>Organization Chart</p> <p>Microsoft teams internal communication</p>

<p>which provides proximity and ease of access to individuals who have information/knowledge.</p> <p>A3 Prompt: There could be better delineation between roles in office staff and administration, but this has minimal impact because of the school’s small size and organized communication and collaboration. Student situations and needs are routinely brought up individually during weekly staff meetings. Staff meetings are also an obvious time and location to consult with other teachers and administrators regarding situations that require multiple inputs or need resolution.</p>	
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A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. 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.

A4. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>4.1 - EGCS follows EGUSD hiring practices and abides by EGUSD and state qualification guidelines. School staff receive support and assistance from both the school and the district. New teachers at EGCS are able to complete their induction program through EGUSD’s program. In regards to overall training and preparation, EGCS’s niche program and delivery model often lies outside the “typical” training and preparation programs offered through teacher colleges and school districts. Therefore, EGCS trains all new ISP teachers on the duties and responsibilities related to independent</p>	<p>HMH English: Growth Report</p> <p>LDA scores</p> <p>State Test</p> <p>List of support classes</p>

<p>study instruction. Teacher assignment is determined by administration with considerable input from staff. Making teacher assignments at EGCS is difficult. The small staff, and the variety of courses offered by the school that not only meets graduation requirements, but also A-G/NCAA, and electives, creates considerable hurdles and roadblocks. This is a common struggle for small independent study programs as there just aren't enough teachers with the depth and breadth of credentials, work experience, and desire to realize all desired programs and courses. EGCS addresses this by making teacher assignments based on both content area and grade level. As well, the open communication and relationship between staff and administration fosters candid communication that address the needs/wishes of the employee and the school. However, balancing the needs of the school and desires of the staff is not always possible. Clearer teacher assignment procedures and notification would help address teacher confusion.</p> <p>A4.2 - As a dependent charter school, all staff are able and eligible to take EGUSD provided professional development/learning. In fact, EGCS staff are employees of the district so the same guidelines surrounding required PD apply to EGCS staff. As for fiscal resources, EGCS is fortunate to have ample funds to pay for conferences, training, and other support materials. Unfortunately, since the pandemic, conferences and Professional Learning opportunities from EGUSD have been very few due to the substitute shortage in EGUSD and across the state. To help give teachers perspective on best practices, EGCS accommodates teachers to observe other teachers and classes not only at EGCS but also at other EGUSD schools. The school/students would benefit from increased opportunities for independent study and hybrid instructional best practices training. As well, EGCS staff would benefit from increased training surrounding culture, ethnicity, identity, and social emotional content. EGCS draws students from all communities both within Elk Grove and Sacramento. This creates an eclectic student body with a wide array of needs.</p> <p>A4.3 The site is at the beginning stages of measuring student performances; in the past, the school has used state test scores to track the students. HMH Reading inventory and Math inventory is now used to assess the progress of students and how to help, and, as a result, support classes have been implemented. The site used Literacy Development Assessments prior to HMH. However, beyond using the data aligned to the school's LCAP metrics and actions and services, this is an area of growth for the school.</p> <p>A4.4 Administration follows EGUSD and state evaluation timelines. In an effort to increase administrator presence in workshop and ISP classes, the front office has implemented an incentive program for administrators. In addition, EGUSD has rolled out a new tool called</p>	<p>PL Essentials for sign up for PD classes, shows accumulation of hours and course completion & rating surveys after each course</p> <p>Performance Tasks- Performance Task shows student levels on a performance like inventory not just receiving skills but how to apply the knowledge to a given situation.</p> <p>Literacy Program: novel study with discussion questions and end-of-novel project</p> <p>HMH Reading Inventory</p> <p>FONT Reports</p>
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<p>the FONT for administrators to record observations. The tool is aligned with the Framework for High Quality Instruction. Teachers receive instant feedback and administration can generate reports to analyze what is observed. In addition, the school has weekly staff/PLC meetings and observation data and trends are discussed in the meetings. Due to the funding source, classification, and EGUSD policies, contracted teachers at EGCS are observed and judged on all 6 CSTPs every year. This is an area of disconnect between EGCS and EGUSD teachers. Within the district, contracted teachers have the ability to earn tenure and eventually be evaluated every-other-year and only on 2 CSTPs. In addition, EGCS employs hourly teachers who are also evaluated using the same EGUSD authorized evaluation tool and template.</p> <p>A4.5 Administration’s main form of communication is through email. As a small school site, daily and weekly emails inform and remind staff of school timelines, policies, and procedures. In addition, EGCS uses Microsoft Teams for direct messaging. This is primarily used for the office staff, but all teachers on site have access and there are multiple channels within the tool to help organize and focus discussions. At pre-service meetings every year, all staff members receive both a hard copy and Google Drive folder with updated and emphasized policies/procedures for the school year. New teachers receive training in EGCS policies and procedures and there is more extensive training for new ISP teachers. However, as a small school site, there is an organic structure of support where teachers and staff are able to train, assist, and inform teachers informally throughout the school year. EGCS has also determined roles and responsibilities for administration, office staff, and teacher leaders to support all staff. This helps focus questions and facilitate consistency of information. Administration has an open door policy and is easily accessible to answer any questions and concerns with decision-making and policy questions. EGCS is fortunate to have such a small campus where it is easy to receive help and support.</p> <p>A4 Prompt: EGCS is effective in this area due to the strong connection with EGUSD and its policies, procedures, and training. However improvement can be made at the school specific to its program delivery, teacher assignments, and continued training to meet the needs of a diverse student body.</p>	
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A5. Resources Criterion

The human, material, physical, and financial resources are 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 outcomes, academic standards, and college- and career-readiness standards.

Indicators

Elk Grove Charter School ACS WASC/CDE Self-Study Report

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: 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.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A5.1 EGCS develops the LCAP with input from all school partners. The LCAP metrics, goals, actions/services, and budget are presented/developed through to staff/PLC meetings and approved by the school's advisory council before being presented to the EGUSD board of education. Students and parents are able to give input through multiple LCAP needs surveys, open Advisory Council meetings, and informational meetings held throughout the development cycle. PLC chairs and other site leaders work with administration to determine budgets, and EGCS administration works with EGUSD budget staff to finalize LCAP allocations.</p> <p>A5.2 Yes, as a dependent-charter school of Elk Grove Unified there are multiple fiscal audits throughout the year. Budgets are developed with EGUSD personnel and the district performs ADA audits prior to the yearly state audit. In addition, EGCS administration conducts multiple student file/ADA accounting audits during the year to prepare for district and state audits. EGCS is fortunate to use the same fiscal tools (purchasing, budgeting, etc.) and receives support and services through EGUSD's fiscal departments to ensure quality business and accounting practices.</p> <p>A5.3 EGCS operates in a facility provided by EGUSD. The site is safe, clean, functional, and maintained by EGUSD Maintenance and Operations departments and personnel. The site is conducive to learning, but there is not enough space to provide the depth and breadth of programs the school is planning or to reach the identified growth goal of 500 students by 2025. The school lacks a general meeting/multi-purpose room, additional classrooms, warming kitchen, and changing facilities (locker room). The site also needs a dedicated break room for staff to ensure a duty free lunch, free of</p>	<p>Staff meeting agendas LCAP</p> <p>Audits, ADA emails from accounting</p> <p>Synergy Reports, QSS Reports, Bank Statements</p> <p>Campus Map</p>

distractions. Other needed facilities identified by staff are a dedicated testing area, career center, nurse’s office, and possibly a full size gym. The school has initiated the facilities planning process and is working with EGUSD staff to determine phases of construction of the highest areas of need.

A5.4 As part of EGUSD, the school uses the same process/support staff as the district for acquiring and maintaining adequate instructional materials and equipment. EGCS staff work with EGUSD staff to vet, purchase, and implement physical and electronic materials. EGUSD Technology services supports EGCS teachers, students, and parents. However, EGCS has some autonomy on what it purchases for “supplemental” material that allows for more latitude than EGUSD schools who are often bound by district policy. This is due to EGCS having a separate budget than the district. EGCS purchased its own materials using EGUSD processes/supports/personnel. Also, EGCS received full support from EGUSD’s curriculum and professional development department. EGCS staff members serve on district steering committees and all primary curriculum used at the school is fully vetted and supported through EGUSD.

A5.5 EGCS teachers have access to EGUSD’s professional learning and development options. All EGCS staff members are employees of the district and therefore have access to the same resources and opportunities. In addition to standard training opportunities for staff and teachers (content, teaching best practices, etc.), EGUSD has also developed multiple professional development campaigns through the Educators Effectiveness Funds (EEF). Training focuses on Diversity Equity and Inclusion (DEI). EGCS staff members have access to the EPOCH training platform for self-paced training. As well, teachers have access to training on the Instructional Framework, Multi-Tiered Systems of Support (MTSS), and multiple other DEI optional courses. These are funded through grants and compensate teachers for time spent outside their contract day.

As well, EGCS employees have had access to EGUSD’s Arbinger Institute of training for leadership and relationships. EGCS employees also have access to multiple services through the district’s Employee Assistance Program. Services include mental health, legal support, work-life services, and problem solving.

The group noted that the impact of the pandemic and teacher shortage greatly reduced the professional learning opportunities for staff. For the majority of the 2021-22 school year, teachers could not attend training during their contract day because of the substitute shortage. Since then opportunities are returning and teachers can engage again in training opportunities both during and outside of their work calendars.

<p>As for resources, EGCS is fortunate to have a fund balance that allows for the purchase of materials and resources. Staff request new materials and technology through the administration of the school and EGCS’s budget situation allows for new purchases and implementation of equipment. The school building is now 13 years old and some of the “built-in technology” is now outdated. For example, wiring for the classroom projectors and smartboards needs to be updated from analog to digital. Also, the school’s desks and chairs have started to fail and are being replaced. In one classroom (A112), the school has replaced the desks to standing desks. As for other technology, the school has moved to 1:1 devices for all students, which has eliminated the need for desktop computers in the classrooms. However, the desktop computers in the computer lab are aging out and the school is researching replacement options that will adapt to the requirements of traditional desktop computing, graphic design, and gaming (for gaming club and eSports).</p> <p>A5 Prompt: EGCS is effective at offering human, material, physical, and financial resources. EGCS teachers have access to the depth and breadth of options developed and offered by the 5th largest school district in California (EGUSD). As well, EGCS has the financial resources to provide teachers with necessary resources to deliver the school’s program. Areas for improvement will be to address the age of the school’s building and previously purchased technology. Also, providing adequate human resources to deliver the school’s niche programs will need to be addressed. Mainly, the school will need to address the retention and recruitment of human resources.</p>	
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A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators

A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school’s vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school’s vision, mission, and schoolwide learner outcomes.

A6.2. Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.3. Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.4. Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.5. Adequate Compensation, Staffing, Reserves: The school governing body provides adequate

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compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.

A6.6. Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.7. Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6. Prompt: Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
<p>A6.1 EGCS works with both school site and district staff to establish long-range plans and needs. The yearly LCAP is a short range plan that is aligned to the school’s longer range plans that are outlined in the school’s petition for authorization. In addition, EGCS works with EGUSD personnel in the development of both short range and long range plans. How the school incorporates and dovetails into the district’s programs is paramount for the school. For example, after the move from Old Elk Grove in 2011, EGCS made a shift to address the needs of students and families on this side of Elk Grove. Again in 2015, when EGUSD hired a new superintendent with a different vision of how charter schools are incorporated into the district programs, EGCS made a shift/pivot in vision/mission and targeted student profiles who would benefit from EGCS’s program. These decisions are discussed with the school staff, current parents, students, and the Advisory Council as part of the identification and development process. Fiscal and human resource allocations are discussed with school partners and are aligned to the school’s identified vision, mission, and learner needs. As another layer of support, EGCS also coordinates with EGUSD staff to align resources to the identified needs of the school.</p> <p>A6.2 Accounting and external audit procedures are outlined in the school’s petition and MOU. Furthermore, EGCS is governed by EGUSD and therefore falls under EGUSD board policy/procedures regarding accounting and external audit procedures.</p> <p>A6.3 EGCS upholds and follows the policies and procedures of EGUSD. District staff train and support EGCS staff and accountability measures are aligned to district measures. For example, the purchasing process has several layers of approval from both site and district personnel.</p> <p>A6.4: Budgeting occurs yearly with support of EGUSD fiscal services. EGCS’s budget is presented to the EGUSD board of education along with all EGUSD budgets. EGCS’s advisory council is also made aware of EGCS’s budget, and it is a standing agenda item on Advisory Council meeting agendas.</p> <p>A6.5 All EGCS staff members are employees of the Elk Grove Unified School District. Compensation and benefits is identical to</p>	<p>Advisory Agendas Link</p> <p>Partnerships (agreements)</p> <p>LCAP</p> <p>MOU</p>

all other district employees. However, EGCS contracted teachers are employed through Temporary contracts (same as district temporary contracts), but the difference is EGCS has “long-term temporary” contracted employees who are employees of the district but not considered “tenured.” Compensation and benefits for these employees are the same, but not having the title of “tenured” can be viewed negatively by staff. Hourly teachers make the same amount as EGUSD’s hourly rate. Over the years, EGCS’s hourly rate was higher than the district’s but there has been no increase of the rate and the district’s rate has caught up and absorbed EGCS’s rate. This is an area of growth as hourly teachers are needed to meet the demands of EGCS’s constant enrollment practices, but retaining and finding new teachers willing to work at the current hourly rate is difficult. EGCS is working with district personnel to address this issue. Lastly, EGCS needs to hire additional staff to not only meet the needs of the target enrollment numbers but also current enrollment demands. EGCS’s hybrid programming makes coordinating staffing schedules complex and difficult.

A6.6 Historically, EGCS’s marketing only consisted of word-of-mouth and from EGUSD high school counselors and administrators. Over the past 5 years, the school has worked with multiple marketing agencies and partners to future define the school’s target student profile. Marketing has taken place through multiple print/media campaigns with the marketing agency Target River and a yearly contract with the Sacramento Republic professional soccer team to promote the school to its academy and broad-based marketing during professional games. EGCS has also contracted with Niche to further develop the school’s public profile and footprint and contracted with Mill Road Consulting to provide the school’s before-school program and attract more students from within the Elk Grove community. Marketing is a standing agenda item on Advisory Council agendas, and the council has committed to being more involved in outreach events to promote the school.

A6.7 Financial needs and status are reported through a variety of meetings including staff, Advisory Council, and school board meetings. In addition, EGCS administration reports and works with EGUSD fiscal services to determine and address financial needs.

A6 Prompt: EGCS’s integration with EGUSD makes the school very effective in this area. However, an area of growth is to further clarify and define the status of EGCS staff members as district employees. This will also require addressing both compensation for hourly teachers and tenure for permanent employees. These issues are essential for retention of current staff and for the school to attract new staff members. .

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

1. Provide flexibility to students to excel in different areas in life outside of school
2. EGCS provides flexibility for staff (scheduling, class coverage, supportive w/education)
3. School culture and connectedness with each other as staff, students, and administration

Areas of Growth

1. Bigger facilities and maintenance of current facilities
2. Increased professional learning (at site and district level)
3. Improve the curriculum, engage students more (creating more activities to go along with the curriculum, whether it is trips, events, more enrichment activities.)
4. Explicitly clarify the school's mission/vision and required skills for success.

List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)

- College and career readiness
- Improve math and ELA skills
- More supports for students with special needs

List any additional identified student learner needs that resulted from the Focus Group analyses.

- Better understanding of EGCS's vision/mission for each student group.
 - Every student and parent chose to come to EGCS, but not always aligned with what they want and what the school offers.

In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to

- **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - 1.1 - Refine/augment instruction and curriculum through PD
 - 3.2 - College and career readiness program
 - 4.1 and 4.2 - Engagement and branding
- **Identify important next steps within the schoolwide action plan/SPSA.**
 - PLCs will determine courses for development/refinement
 - Develop/refine college and career readiness programs
 - Address limitation created by current facility.
 - Develop vision/mission promotion campaigns for current and potential students.

*The summary information will be used for Tasks 4 and 5.

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

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 academic standards.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

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. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>B1.1 Elk Grove Charter provides an effective, rigorous, relevant and coherent curriculum through curriculum that is directed from the EGUSD District for both classroom instruction and independent study format. The school offers college prep, honors and AP courses. The school continues to develop rigorous course offerings and is currently implementing new honors, elective and AP courses. A new pilot program is being implemented in our independent study program to provide students with more instructional time with teachers who are credentialed in specific content areas. The school is using PLC meeting time to review, evaluate student performance data and update curriculum to make sure it is meeting students needs. While EGCS uses district adopted curriculum, the school adapts curriculum to fit the school's ISP model. EGCS uses Edgenuity, adopted by the district as an option for online learning and credit recovery. EGCS offers diverse material through master Google Classrooms, online platforms and teacher developed curriculum that provides equitable, accessible material that addresses different student needs.</p> <p>B1.2: EGCS communicates defined A-G requirements in multiple ways to students and families. EGCS has created A-G posters that</p>	<p>Syllabi,</p> <p>Master Google Classrooms Example</p> <p>A-G Poster</p> <p>Transcript Evaluation Form</p> <p>CRC advanced ed enrollment numbers</p> <p>CTE course enrollment numbers</p>

are posted on its website and are displayed in all classrooms. These requirements are also present on transcript evaluations and communicated directly by the counselor through college and career grade level meetings. EGCS is in the process of developing its own CTE pathway: Sports Marketing Entrepreneurship. Students are also able to participate in the District CTE pathways. The counselor has created a partnership with Los Rios Community College District, and classroom presentations are given on specific college degrees and trades. EGCS's 11th and 12th grade students are able to take college courses through the Advanced Ed program, which is promoted both during transcript evaluations during ISP meetings and on the counselor's Google Classroom.

B1.3: There is congruence between the concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Based on initial HMH reading scores, a literacy program has been implemented to equitably address learner needs in reading proficiency. Literacy program uses HMH testing to place students in accurate lexile groups with paired appropriate reading options, adding choice to student learning. EGCS utilizes district adopted curriculum and online materials to address California Common Core and content standards. McGraw Hill directly attaches standards to materials in History and English. StemScopes addresses NGSS standards in science. College and career readiness standards are addressed in 9th and 10th grade in classroom settings through a set curriculum, while the school has faced challenges to keep up to date with changing 11th and 12th online curriculum. The school is working on consistency of credit and time equivalence.

B1.4: Elk Grove Charter includes cross-curricular content, such as writing skills, taught and used across disciplines. EGCS uses vertical planning within departments to provide a comprehensive education through 7th-12th grade. The new pilot program for 11th grade is aligning English and History curriculums, allowing students to have back to back English to History instruction to build the connection between subjects. The alignment among academic and career technical disciplines are not yet fully utilized but are being addressed as integration of new curriculum and performance tasks continues.

B1.5: Elk Grove Charter has established strong community partnerships with several entities and utilizes relationships for guest speakers, college and career support and student engagement within the community. EGCS works closely with the Los Rios Community College district to offer college and career programs, such as career technical education and advanced education. Students are able to attend college and career fairs to listen to various professionals from the community share about education and career options. EGCS

[HMH Math: Growth Report](#)
[HMH English: Growth Report](#)

[Example Illuminate reports](#)

[Link to Illuminate reports](#)
[Interim assessments](#)

[performance tasks examples](#)

[Oral discussion/quiz](#)

[McGraw Hill History and English Example of connected materials](#)

[pilot teachers \(teacher Calendar\)](#)

[Advisory Council meeting minutes](#)

[Advertisements, \(Agreements with Niche, Target River, Sac Republic\)](#)

[school website Linked](#)

<p>works closely with the Sacramento Republic team by having staff members present at information booths at games to inform the community about the school’s unique offerings and schedule. The Sacramento Republic also promotes enrollment of students in their academy program at EGCS. The Advisory Council serves as a way to gather community opinions and feedback about the school. EGCS supports student input in the Student Advisory Council and allows them to have a say in decisions at EGCS. EGCS does not have a feeder school; it provides an alternate setting and accepts enrollment from all districts that share borders with EGUSD.</p> <p>B1 Prompt: EGCS excels in offering a variety of curriculum to meet students needs, in line with EGUSD. EGCS has effectively defined academic standards and college- and career-readiness indicators that meet or exceed graduation requirements. Those are communicated often and delivered to students, staff and parents in a variety of formats. There is increased congruence between the concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. EGCS effectively utilizes vertical planning within departments to provide a comprehensive education through 7th-12th grade, and a variety of community partners are used to enhance student learning.</p>	
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B2. Equity and Access to Curriculum Criterion

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

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 pre-technical training for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: 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 collaborate in developing and monitoring a student’s personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
B2.1: A variety of curriculum options are offered to all students and	

tailored to student needs/interests. Our Advocacy classes (7-10) and ISP (independent study program) appointments (11-12) provide academic counseling where the student and teacher evaluate transcripts and provide classes to meet student needs and interests. Elective classes are offered based on student interest in multiple areas of study; EGCS is working on developing more elective courses. 11th and 12th grade students can take college classes at Los Rios Community College District through the Advanced Education program and earn college credits by taking courses possibly not offered at EGCS. EGCS students can also participate in district CTE (career technical education) pathways at different school sites in EGUSD. EGCS has adopted curriculum in 9th and 10th grade to enhance college and career planning with the Focus on College and Career class and My 10 year Plan online platform. Students who take this course in 9th grade and earn an A or B will receive 1 college credit through the articulation program with Los Rios Community College District and EGUSD. EGCS is working to develop its own CTE pathway of Sports Marketing and Entrepreneurship. EGCS also provides alternate non-A-G graduation paths that are available for students who have different needs.

B2.2: The school’s curriculum includes real world applications (e.g., advocacy curriculum at all grade levels, financial literacy) and is accessible to all students. Digital Citizenship, Character Strong, and PBIS curriculums provide lessons that address grade level appropriate content. The class syllabi outline what is expected of students for each course. Students use these as daily tools in ISP for how and what to complete for each assignment. All courses at EGCS are offered equally to all students. All classes at EGCS are EGUSD board-approved courses and aligned to state and national standards (where available). New curriculum is vetted through the district’s curriculum steering groups, curriculum and professional development departments, all secondary principals and the board of education. All students have access to curriculum through traditional text/supplemental materials. In addition, every student at EGCS is issued a Chromebook and core content publishers have electronic materials that all students can access through their student portal.

B2.3: Parents, students, and staff collaborate in several ways to develop and monitor students' personal learning plans. EGCS does this through initial parent meetings, orientation, master agreements, success plans, and probation contracts; these provide parents information and input on their students' education. EGCS uses Talking Points, Synergy, and Google Voice as platforms to communicate with parents. Students, staff, and parents can attend Advisory Council meetings to contribute to school site planning. EGCS hosts Open Houses and Back to School Nights each semester to allow face-to-face communication between parents and staff.

[Focus on College and Career “My 10 Year Plan” assignment.](#)

[Transcript Evaluation Form](#)

[Syllabi Core Classes](#)

[Syllabi Elective Classes](#)

[Advocacy curriculum examples/Google Classroom](#)

[Master Agreements](#)

[Success Plans](#)

[Probation Contract](#)

[Advisory Council minutes](#)

[Monday memo example](#)

[Video Memo Messages - Youtube Channel](#)

[College and Career Google Classroom Example](#)

[californiacolleges.edu](#)

[Poster for ASVAB](#)

[Poster for PSAT](#)

<p>EGCS has a strong social media presence to communicate with families and share pictures or videos of school events. Monday Memos, sent out on Fridays, are used to help families prepare for the upcoming week at EGCS. In the school’s ISP program, collaboration is centralized through the transcript evaluation and semester planning procedures. All ISP teachers are trained to evaluate transcripts and review evaluations with both students and parents at the 1st ISP meeting. Based on this information, a semester plan is developed and signed by the teacher, student, and parent/guardian. Students and teachers then work to establish pacing to meet the student’s goals.</p> <p>B2.4: EGCS is dedicated to increasing its number of students who meet A-G requirements for graduation. EGCS utilizes college and career planning meetings with counselors, FAFSA workshops, Google Classroom, and California Colleges website to prepare students as they transition out of high school. The school counselor holds grade level conferences, and presents grade level appropriate information, to increase college and career readiness. Students all have access to a Google Classroom that houses information needed for post graduation planning including scholarship information, FAFSA application and processes, college and career events/field trips (open to all students), career website exploration, admission requirements for state, UC, and trade schools and NCAA information for student athletes. EGCS offers ASVAB testing and PSAT testing to all students.</p> <p>B2 Prompt: EGCS is effective in providing choice through independent study and contracted learning. EGCS offers a variety of courses in an alternative education setting and college and career readiness options through advocacy and elective coursework. While EGCS provides many opportunities for stakeholders to partake in LCAP and decisions in school planning, actual participation falls short of expectations. EGCS’s student leadership planning has grown since implementation, but still has room to grow before it can be declared effective. EGCS is effective in providing students opportunities outside of school setting through district CTE courses and advanced education opportunities through the local community college.</p>	
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ACS WASC Category B. Curriculum Summary, Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

1. EGCS offers and promotes an A-G pathway in an alternative education setting with flexible student learning
2. The curriculum is rigorous, specifically independent study expectations for students
3. Clear, standards based expectations are presented to students and parents
4. Communication is offered to parents and students through multiple platforms and on a consistent basis
5. Staff understands student needs and backgrounds

Areas of Growth

1. CTE pathway development
2. Course offerings (elective and Honors/AP) are under development
3. Consistency across classes and ISP instruction needs to continue to align
4. Develop math support curriculum

List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)

- College and career readiness
- Improve math and ELA skills
- More supports for students with special needs

List any additional identified student learner needs that resulted from the Focus Group analyses.

- Specialized support for students with special needs (IEP/504) students.
- Study skills for all students in all content areas, especially Math/English

In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to

- **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - LCAP 1.1 (curriculum)Continue to diversify course offerings (Honors/AP, support, CTE, electives)
 - LCAP 1.1 (Staff PD): Consistency across classes and ISP instruction
 - LCAP 3.2 (College and Career Program): CTE pathway development
- **Identify important next steps within the schoolwide action plan/SPSA.**
 - Vertical planning in PLCs to align curriculum and continue to develop new curriculum in electives and support classes
 - Diversify curriculum to make materials more engaging for students
 - Bridge the gap from classroom learning to ISP learning and advanced, college-prep, and alt. Ed.
 - Identify ISP courses that can be taught congruently, address issues with pacing

*The summary information will be used for Tasks 4 and 5.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

Indicators

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

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.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>C1.1: All students are involved in challenging and relevant work. This is evident by EGCS's standardized ISP syllabi. All syllabi use EGUSD approved curriculum and outline the course expectations and units of instruction. Aswell, the school has developed "Master Google Classrooms" for most ISP subjects. This provides consistency from teacher-to-teacher and student-to-student. EGCS also developed standardized assessments across subjects/courses. The school developed several different types of formative and summative assessments. Assessment platforms include HMH, Illuminate, McGraw Hill, Ramsey, and StudySync. Teachers are able to observe student work in several different formats. EGCS uses performance tasks, oral assessments, reading and math inventory assessments, and interim assessments to observe students' learning outcomes based on learning targets and standards. All ISP teachers provide at a minimum 1 student work sample per course taken/grading period. For ISP subjects, the work sample consists of 1 credit of student work (aligned to the syllabus) with a written assessment. For workshop classes, teachers collect a sample of student work during the grading period. Samples are stored in each student's ISP/Advocacy folder and are randomly audited by the school, district, and 3rd-party state auditor every school year.</p> <p>EGCS is in the process of developing more effective performance tasks to demonstrate knowledge and have an understanding of students' proficiency in that subject. EGCS uses EGUSD approved curriculum for all workshops and ISP courses. In addition, the school uses Edgenuity on-line courses for some classes, including credit recovery and advanced placement. All ISP courses have standardized course structures that are aligned to state standards. All ISP students are expected to not only complete the assigned work at</p>	<p>ISP Syllabi/Master Google Classrooms</p> <p>Student work samples: observable in ISP folders</p> <p>HMH Math: Growth Report HMH English: Growth Report</p> <p>Illuminate - Link</p> <p>Performance task examples</p> <p>McGraw Hill assessments for Social Science- Students take these assessments online</p> <p>Ramsey Education for Financial Literacy</p> <p>StudySync for English</p> <p>Get Focused, Stay Focused - 9th & 10th</p> <p>Career Planning Activities/</p>

<p>home, but also pass an oral and written assessment in order to earn the credit and progress through the curriculum.</p> <p>C1.2: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness. All classes at EGCS have a syllabus to set expectations of the students while they are taking the course. Teachers in both the classroom and independent study environments inform students of expectations and standards to be learned. In ISP, all students must pass a written assessment in order to earn the credit and move on in the course. In addition, EGCS delivers a college and career readiness course called Get Focused, Stay Focused for 9th and 10th graders, and all 11th/12th graders have college and career course work integrated into the Advocacy course. All students receive a transcript evaluation and course plan at the beginning of each semester. The ISP/Advocacy teachers complete the course plans (Master Agreements) and transcript evaluations with assistance from counseling and administrative staff. Each student is informed of graduation requirements and expectations specific to their situation. In addition, the school’s counselor conducts Junior and Senior conferences and meets with Advocacy classes to inform and discuss secondary and post-secondary options for all students.</p> <p>C1 Prompt: EGCS does well in addressing the standards based on EGUSD approved curriculum for all workshop and ISP courses. Each course involves students in challenging and relevant work that are centered around the course syllabi and state standards. EGCS has effectively defined academic standards and college-and career-readiness expectations in the classes. EGCS is effective in providing multiple forms of assessments to challenge students in the courses. Students demonstrate mastery of content standards in the different forms such as assessments, performance tasks, or projects.</p>	<p>Assignments</p> <p>College and Career- Advocacy</p> <p>Student Conferences with Counselor</p>
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C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and

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skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>C2.1: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology. Teachers at EGCS facilitate learning with the use of Google Applications, Edia, IXL, and Desmos. With the use of technology, teachers project presentations and information on the content. ISP courses have been adapted to Google Classroom for more technology integration and improved access for both students and teachers in the school's ISP model. EGCS teachers have access and receive training/development from the district (EGUSD) curriculum and professional learning department. Over the past 3 years there has been extensive technology integration and training. Also, EGCS has offered to reimburse all teachers for Google Certification training. All EGCS students have Google accounts through EGUSD, and the use of Google applications is widely used in both the workshop and ISP environments.</p> <p>As an EGUSD authorized school and dependent charter, there are continual curriculum adoptions by the district. Teachers have the ability to pilot new curriculum and give input to the district steering committees. Several new curriculum adoptions have taken place since the last self-study (English, Social Science, Science, Business Finance, Edgenuity on-line courses) and all new curriculum has an on-line component that provides additional support materials including electronic versions of the textbook, presentations/videos, and testing materials. EGCS teachers receive training from both the curriculum providers and the district departments when the new curriculum is adopted and implemented. As well, EGCS teachers align newly adopted curriculum to ISP delivery through the creation of Master Google Classrooms. ISP teachers receive training on the contents of the classroom that go beyond a simple breakdown of the textbook into credit units to aligning course work to supplemental materials (videos, presentations, activities) and the creation of assignments beyond answering section and chapter review questions in the textbook.</p> <p>C2.2: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variation of materials, resources, and technology beyond the textbook. As a hybrid program, EGCS students operate in both the traditional classroom and ISP environments. For students in grades 7-10, they complete</p>	<p>CaliforniaCollege.edu</p> <p>Career Choices/ My 10 Year Plan curriculum</p> <p>Master ISP Google Classrooms that use new curriculum in EGUSD portal</p> <p>Personal Finance Sample Assignment</p> <p>Psychology Sample Assignment</p> <p>StemScopes Sample Assignment & Labs</p> <p>Career Days</p> <p>Career Planning Activities/ Assignments</p> <p>College and Career- GFSF Sample Work</p> <p>College and Career- Advocacy</p> <p>Verbal Assessment-Sample of Oral Quiz- Environmental Science</p> <p>History Example: Teacher Discussion Tool- pre or post</p>

<p>core content through direct-instruction workshops that are held daily. Teachers align lessons and activities to the standards and the needs of the students using district adopted curriculum and other supplemental materials. Students complete a variety of tasks during the grading period that includes individual and group work as well as presentations, labs, activities, projects, and textbook work. In the school’s ISP program, students demonstrate critical thinking and understanding through the completion of all the ISP assigned tasks that include textbook work, writing, projects, and presentations. Students must be able to not only complete the assigned work but also pass both a verbal and written assessment in order to earn the credit and progress through the course.</p> <p>C2.3: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities. As stated previously, all EGCS students in the school’s ISP program must pass a verbal and written assessment after they complete the assigned tasks to earn the credit and progress in the course. In addition, EGCS has worked to develop performance tasks across all courses to provide additional opportunities for students to apply learned skills. In the school’s workshop (classroom) environments, students complete assignments beyond simply rote memorization or recall through individual and group projects, extended writing assignments, performance tasks, and labs. EGCS students complete EGUSD’s graduation requirements as guided by Edcode and board policy. Demonstration of learned knowledge is ultimately witnessed through course credit accrual and completion of graduation requirements.</p> <p>C2.4: All students have access to and are engaged in career preparation activities. All students at EGCS complete college and career activities both explicitly and integrated into the core curriculum and classes. 7th/8th graders complete college and career modules as part of their weekly Advocacy course whereas 9th/10th graders have dedicated college and career focused classes (Get Focused, Stay Focused) as part of their direct-instruction schedule. In these courses, students complete a variety of activities including a 10 year plan. As for 11th/12th graders, they have college and career activities integrated into their ISP Advocacy course. There are stand alone College and Career assignments in addition to college trips, career days, and fairs. As students of the district, EGCS students have access to EGUSD created opportunities throughout the school years. EGCS has also worked to increase a-g completion through development and access to a wider variety of a-g courses, and a shift in practice in regards to transcript evaluation and course planning away from simply completing graduation requirements, to deliberate completion of a-g requirements. This shift has created opportunities for students to perform grade correction from previous school years or take advanced courses both at the school and at the local</p>	<p>assignment</p> <p>English Example: Teacher Discussion Tool- pre or post assignment</p> <p>Math 7 Performance Task</p> <p>Math I Performance Task / FA Cycles</p> <p>Graduation Requirements pg. 38</p> <p>College and Career- GFSF Sample Work</p> <p>College and Career- Advocacy</p> <p>Performance task examples</p> <p>Student Samples: Performance tasks/ projects</p> <p>StemScopes Sample Assignment & Labs</p> <p>English Writing Task -StudySync</p>
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<p>community college. Student, parent, and staff conversations have shifted from completing graduation requirements and what students plan to do immediately after graduation, to a longer view of what students hope to do as a career and then backwards planning to establish goals and actions.</p> <p>C2 Prompt: EGCS is effectively working on a variety of strategies and resources to create an equity-centered learning environment. Teachers have mastery over the content material that they teach and integrate electronic resources (such as Google applications and doc cams) during the lesson. All students demonstrate mastery with different forms of assessments that encourage creative and critical thinking. As well, EGCS students complete graduation and a-g requirements to earn a high school diploma and go to college. EGCS students participate in a variety of “life-after high school” activities including: University, Community College, Vocational Schools, Working, Military/religious service, and athletics to name a few. Their matriculation to these activities is evidence of the school’s student-centered learning environment.</p>	
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ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*

Areas of Strength

1. College and career
2. Many forms of assessments
3. Specialized instruction to meet student needs

Areas of Growth

1. Performance Tasks
2. Student Engagement
3. Better support for EL and SPED
4. Professional Development for new instructional content

List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)

- College and career readiness
- Improve math and ELA skills
- More supports for students with special needs

List any additional identified student learner needs that resulted from the Focus Group analyses.

- Literacy skills for all students, but especially English Learners
- Student engagement and actively wanting to participate in school and better on assessments

In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to

- **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - Assessments: Improve student engagement in the schools variety of assessments
 - Curriculum: Development of course curriculum (primary/supplemental) focused on addressing the needs of students with special needs.
- **Identify important next steps within the schoolwide action plan/SPSA.**
 - Develop more engaging and relevant performance tasks that will be used consistently across all grade levels and in all courses.
 - Identify roadblocks to student engagement at the instructional and curricular level.
 - Hire specialized staff to support students with special needs.
 - Continue to provide professional development, learning, and support opportunities for all staff

*The summary information will be used for Tasks 4 and 5.

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

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.

D1.2. Basis for Determination of Performance Levels: 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. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>D1.1: Elk Grove Charter School leadership and instructional staff use effective and equitable assessment processes to collect and disaggregate data, notably as it pertains to attendance and standardized testing. Very little synthesis is applied to these across demographics, as noted in the Local Enrollment Demographic Indicators By Attendance/Discipline Incidents. Findings are less than significant due to distance learning, and within the self-study is not applied to assessment data.</p> <p>The effectiveness of assessment data collection and disaggregation is exemplified in Statewide Achievement Indicators By CAASPP Scores, organizing scores by year. We found low math testing scores for 11th grade correlated with 11th graders enrolled in a lower math class than what the assessment is assessing. For this table, 2021-2022 data isn't present, and 2019-2020 has no CAASPP scores due to a non-testing year (COVID).</p> <p>Findings include that school leadership and instructional staff</p>	<p>Local Enrollment Demographic Indicators By Attendance/Discipline Incidents</p> <p>Statewide Achievement Indicators By CAASPP Scores</p> <p>CAST for Science</p>

<p>analyze and report student performance data to all stakeholders effectively, as seen throughout Section D of the Self-Study Data. This is exemplified in Statewide Achievement Indicators By English Learner Scores (p. 21), ELPAC participation rates show not all students take all parts of the test. This is primarily caused by the transiency of EL students. Data analysis for this subcategory of students is difficult due to the low number of enrolled/identified students.</p> <p>Data is presented to school partners through a variety of means. All students receive assessment results for statewide testing through the mail. In addition, PSAT and other standardized tests administered at the school are delivered to parents and students through Advocacy, ISP, or their direct-instruction classes. EGCS also administers a variety of assessments to students and uses that assessment data to drive instruction. PLCs analyze class/content specific data and make recommendations to administration for program improvement. Lastly, the school’s advisory council and board of education are made aware of assessment results and programs through the school’s LCAP development and implementation process.</p> <p>D1.2: In EGCS’s programs, all ISP course syllabi are standardized and developed with the 15:1 (hours of work to credit hour) structure. Also, workshop classes are designed with the same ratio of seat time and at home work. In addition, EGCS uses a standard letter grading practice across all subjects and courses (A-F) with plus and minus grades. Each teacher submits a course syllabus and outline to administration that specifies the teacher’s grading convention/expectations for the grading period. Teachers discuss grading practices in PLCs and in whole staff meetings.</p> <p>Using evidence in the Self Study Data, consistency was evident across content areas, grade levels, and delivery models (ISP/Workshop) as a potential area of growth. More specifically, we found that all syllabi are developed and structured uniformly, but the workload to credit awarded varies considerably. For example, 1 credit worth of work in Geography/Health is not the same as 1 credit worth of work in American Government. This is difficult to gauge across grade levels as student skills, motivation, and support can vary from student to student.</p> <p>Looking at the Grade 7 and Grade 8 data from the Statewide Achievement Indicators By CAASPP Scores, discrepancy across CAASPP scores by content area suggests at the very least a focus on performance levels with English and Math standardized tests. This Evidence describes the following:</p> <ul style="list-style-type: none"> ● In the 2020-21 school year, 38%* of 7th graders and 41% of 8th graders met or exceeded ELA standards while 42% of 7th graders and 27% of 8th graders met or exceeded Math 	<p>Statewide Achievement Indicators By English Learner Scores</p> <p>LCAP</p> <p>Interim Assessments</p> <p>PSAT Summary Report</p> <p>ISP syllabi</p> <p>Handbook with grading matrix</p> <p>Illuminate Assessment</p> <p>Illuminate Sample Test Scores</p> <p>StudySync curriculum/assessments</p> <p>McGraw Hill Sample Test -Students take on an Online Platform</p> <p>HMH Math: Growth Report HMH English: Growth Report</p> <p>Synergy</p>
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D1.4: In analyzing and synthesizing self-study data, this group found that the school leadership and instructional staff accurately and effectively assesses programs and expectations. The AP Interest Survey is an example of staff taking input from students and parents/guardians to better reflect the community's needs and wants in areas of courses and programs offered.

In regard to graduation requirements, credits, and course completion, each individual student's pathway and credits earned are evaluated on a semester basis, analyzed by ISP instructional staff, and discussed with students and parents/guardians to inform them of exactly what they have accomplished and what they have left to achieve before graduation.

In regard to homework and grading policies, it was found that school leadership and instructional staff actively ensure student needs are met through a challenging, coherent, and relevant curriculum. Rigor is an important part of curriculum and assessment, and students are expected to put in the hours and effort needed to complete all homework. Evidence of an example of this can be seen in the English 11 gradebook template, which is a template that when used with the English 11 StudySync Syllabus, breaks down the homework, tests, and other assessments by their credit hour, credit, and point values.

D1.5: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

Assessment of the evidence presented, including the Reading and Math inventory tests, led to the conclusion that Elk Grove Charter School effectively uses assessment results to make changes in the school program. This is evidenced in the focus on individual student growth, a change driven by the Literacy Project and its continued Reading Inventory tests for assessing improvement in individual literacy after completion of a novel.

Discussion topics and areas of focus detailed in minutes from staff meetings are used to select and drive professional development opportunities. Other professional development opportunities are available and encouraged based on student need.

Allocation of resources is informed by this cycle of assessment, analysis, and reflection. This directs a continuous, results driven process of calibration with a focus on improving the school.

D1 Prompt: Elk Grove Charter School is moderately effective in addressing the criterion and each of the above indicators, as shown by the evidence listed above. Certain strengths are apparent, such as using effective and equitable assessment processes to collect and

[HMH English: Growth Report](#)

[District Interim Assessments](#)

[Staff Meeting Agendas and Notes](#)

[Staff trainings on assessment](#)

[PD on content delivery/calibration](#)

<p>disaggregate data, assessing programs and expectations, and monitoring student growth and credit progress through detailed assessment and log keeping. Other areas necessitate some growth, such as discrepancies between course loads and consistency across subject matter and grade level. Overall, however, Elk Grove Charter School is either successful at or making progress toward every criterion addressed above.</p>	
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D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>D2.1: EGCS analyzes Student Achievement Data throughout the school years. This data is primarily driven by formative assessments given in classes/ISP courses and district and school administered interim assessments (HMH, Illuminate). EGCS also analyzes summative assessments across ISP courses through the illuminate and publisher platforms and uses yearly SBAC and ELPAC data in the development and implementation of the school's LCAP. Performance tasks are another layer of formative and assessment data the school uses. Over the Self-Study cycle, EGCS has worked on developing course specific performance tasks. The school's PLC structure develops and analyzes student results on the performance tasks and makes recommendations to administration to improve program delivery and student application of learned skills.</p> <p>The group concluded upon evaluation that using analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches is a process that needs more focus this academic year.</p> <p>The inclusion and integration of performance tasks in curricula is one way EGCS can focus more on skills emphasized in Common Core. The performance tasks that are currently implemented can be used as a model for the development of new performance tasks.</p>	<p>Reading Inventory</p> <p>Math Inventory</p> <p>SBAC Scores</p> <p>LCAP</p> <p>Illuminate</p> <p>Performance Task</p> <p>Work samples with feedback</p> <p>9th grade Focus on College and Career Syllabus</p>

<p>D2.2: Feedback is provided in a timely manner with the ISP meeting structure, with the one-on-one format of the meeting allowing instructional staff to go in depth with students regarding written and verbal feedback.</p> <p>Courses and extracurricular opportunities, including College and Career Seminar, college tour field trips, and the College-Career Planning for Students Google Classroom, support students in college- and career-readiness standards and schoolwide learner outcomes, as defined in the ESLRs.</p> <p>Instructional staff use a variety of assessment methods to obtain student feedback and dialogue and use this to monitor progress and understanding. The ISP meeting format is conducive to this, allowing teacher and student to work together in a true dialogue in order to track the student’s credit progress, test readiness, and path to graduation.</p> <p>D2.3 Prompt: Elk Grove Charter School demonstrates some effectiveness in addressing the analysis of formative and summative assessments to guide, modify, and adjust approaches to curriculum and instruction, as described previously. Instructional staff effectively engage in a dialogue with students to support their goals and to take student input into account while fulfilling the site’s own goals.</p> <p>The degree to which this criterion is fulfilled is evidenced in a number of surveys, specifically a survey that collected student and parent responses as they pertained to students’ goals, assessment readiness, curriculum development, and methods of feedback.</p> <p>Noted areas of growth include integrating performance tasks into each curriculum to create a balance between different curricula. Staff engages students in dialogue to support their goals and takes student input into account in an effort to improve Elk Grove Charter School.</p>	<p>10th College and Career Seminar syllabus</p> <p>College Tour Flier</p> <p>College-Career Planning for Students</p> <p>Expected Schoolwide Learning Results (ESLRs)</p> <p>Transcript Evaluation Form</p> <p>Area D Survey</p>
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ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*

Areas of Strength

1. Work records and bookkeeping
2. English CAASPP scores
3. Connection with students in ISP/Advocacy to set, make progress toward, and meet academic goals
4. Assessments are universal for all students through multiple platforms per class syllabi.

Areas of Growth

1. Standardizing credit hours across disciplines
2. Data collection for exam scores or credits earned by course
3. Tiered English support

List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)

- College and career readiness
- Improve math and ELA skills
- More supports for students with special needs

List any additional identified student learner needs that resulted from the Focus Group analyses.

- Students have the skills to address credit deficiency
- Alternative systems to meet the variety of special needs for all students and those with identified needs (IEP/504)

In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to

- **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - Curriculum: Address parity between course requirements and credits earned.
 - Literacy: Address course offerings, pacing, and support options for students.
 - Assessment: address assessment roadmap across delivery models.
 - Wellness: Additional college and career readiness support/program for students to navigate post high school avenues.
- **Identify important next steps within the schoolwide action plan/SPSA.**
 - Determine testing best practices along with policies and procedures across instructional models (direct-instruction, ISP, on-line)
 - Determine alternative testing protocols and develop alternative assessments across courses
 - PLCs will determine course expectations and align course requirements to credit hours.

*The summary information will be used for Tasks 4 and 5.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>E1.1: Parent and student involvement in the learning and teaching process is innate to EGCS's program. As an alternative program in Elk Grove, families have to search out the school and go through an enrollment process that includes an initial on-boarding and initial ISP meeting for independent study students. The on-boarding process has changed over the years from a formal bi-monthly orientation with multiple students and families to individualized on-boarding appointments. It has become more personalized, allowing parents to better express their concerns and needs. The new process has also reduced the time that it takes for students to be enrolled from the orientation date to the first day of school. In the past, it took up to 3 weeks for students to start at EGCS. With this new process, students are able to start as quickly as the following day, depending on availability and schedules. Parents are required to attend their student's initial ISP meetings and take part in the learning and planning of ISP course material, delivery, expectations, support, and ultimately sign the Master Agreement for the semester. For students who struggle, EGCS has a Success Plan Structure in which parents, students, and teachers participate. This process attempts to identify the root cause of academic, attendance, or behavioral difficulty and develops interventions based on input from all partners.</p> <p>Parents are also invited to school events throughout the year such as the Textbook Meet & Greet on the first day of school, which allows the staff to meet and welcome families and answer their questions while students' textbooks are issued. During this time, breakfast or lunch is typically available. This parent meet and greet is a great opportunity for parents to meet</p>	<p>E1.1</p> <p>Master parent agreement - Linked</p> <p>School site advisory council - Agendas Link</p> <p>Student support/Success plan -</p> <p>College/career event schedule</p> <p>Activities and Field Trip Planning</p> <p>Explore CTE brochure/app</p> <p>Advanced Ed application</p>

<p>their student’s teachers and also meet the office staff.</p> <p>Back to School Night is offered during the beginning of the school year which allows families and staff to meet where parents can speak to teachers one-on-one and get course information. During the pandemic, EGCS sent out digital BTSN slides and has not returned to in-person Back to School Nights. During BTSN (virtual/in-person), teachers communicate class/ISP policies and expectations and also inform parents of the many ways they can communicate with teachers. Administration sent out Principal Announcements videos during Covid and continues to send those out at least monthly. Videos are not only emailed but are also posted on the school’s social media platforms as a way to keep parents and the community members in the loop on what is going on at EGCS.</p> <p>Other school events that both parents and community members can participate in are annual college-career fairs, National Red Ribbon Week speaker presentations, Lunch with a Parent on campus, STEM night, Field trips (provided parents have fingerprint clearance), and NCAA/A-G Information Nights for parents and students to prepare them for college. In the past, Parent Engagement nights were held monthly with different topics of discussion. The parent engagement nights were organized and performed by the school’s Parent Liaison. Due to the pandemic and low attendance to these events, the events were canceled and the position has not been back-filled. EGCS also holds quarterly Advisory Council meetings with council members representing various partner groups (parents/guardians, teachers, community members, students). The Advisory Council allows for partners to be involved with the governance of the school and give input on the school’s teaching and learning programs. During the pandemic, the school used drive-through events as a way to keep connected to the community. Some of the drive-throughs were ADA initial collections (attendance forms), textbook distributions, Chromebook distributions, 8th grade promotion, and high school graduation.</p> <p>Other ways for regular involvement of all stakeholders is through EGCS’s communication tools/platforms. Teachers and staff are able to use multiple platforms including: the school’s student information system (Synergy), email, and the Talking Points program, which allows parents and teachers to communicate through a text format in multiple languages. EGCS also has four staff members who speak Spanish: Ms.</p>	
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<p>Diaz, Ms. Rojas, Mrs. Kimes, and Mr. LaVine. This allows the school to better serve the Spanish speaking community. For all other languages, the school uses EGUSD translation services that are available upon request. School Messenger is the main one-way communication platform used to send school wide emails and brief reminder text messages. School Messenger can also translate messages into multiple languages and interfaces with the school’s information system to identify languages. Over the years, EGCS’s website and social media presence has been a point of growth and focus. Especially during the pandemic, it became an essential way to stay connected with families. The school also shifted to a wellness page on the website for families, students, and community to access resources with anything relating to mental health, wellness activities, and resources available. Since then, EGUSD has updated the website, and the school strives to continue to keep its website up to date and continues to use it as a resource for stakeholders to reference.</p> <p>EGCS also receives support from EGUSD in the teaching and learning process for students at the school. EGUSD curriculum coaches are assigned to the school to support teachers in the instruction of Math and English. EGCS also has an assigned English Learning coach. EGCS also receives consultative support from all curriculum and professional development departments at the district level. EGCS teachers are also representative on various district level steering committees.</p> <p>E1 Prompt: Elk Grove Charter School has made great improvements in creating events and activities to keep parents and stakeholders involved. Parent Engagement attendance has always been an area of growth for the school. The changes that have been implemented have allowed staff to get to know families better. This starts with the shift made in the registration and on-boarding process. Although attendance at events have increased, EGCS still has room for growth to attract parents to events.</p>	
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E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and

Elk Grove Charter School ACS WASC/CDE Self-Study Report

Uniform Complaint Procedures.

E2.2. High Expectations/Concern for All Students: 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. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>E2.1: Elk Grove Charter School is fully ingrained into the district facilities, maintenance, and custodial programs. EGCS has a part time custodian that cleans and maintains the school. He receives training, evaluation, and support from EGUSD personnel. Throughout the pandemic, EGCS was included in the district cleaning and sanitation programs and protocols. The school has adopted a new cleaning system that uses microfiber technology and ozonated cleaning products. The custodian has been trained on this system and, in the event he is not available, EGCS is supported by other EGUSD staff to maintain standards of cleanliness. EGCS is also connected to EGUSD's maintenance request and ticket process. In the event of a facilities issue (ex. HVAC, locksmith, vandalism, grounds, etc...) EGCS has the ability to create a maintenance ticket through the district's email service and the issue will be addressed in a timely fashion.</p> <p>EGCS students are taught and supported in internet safety both on/off school grounds. All students sign a technology release form if they are going to use district supported technology at school and/or at home. Students in all grade levels receive "Digital Citizenship" education modules through the school's Advocacy structure.</p> <p>Elk Grove Charter School uses the Positive Behavior Intervention and Supports (PBIS) structure to prompt safe and responsible behavior on/off campus. The school PBIS theme is SOAR: Safe, Organized, Accountable, Respectful. Posters with this theme are posted around campus and are taught/reinforced through the school's Advocacy classes.</p> <p>Due to the pandemic, PPE equipment was placed in every cubicle and office. The following items were offered not only for staff members' safety and health but also for families and students: face masks, which are still available to anyone that enters the building, sanitizers, gloves, and Covid tests. A guidance flowchart is provided from EGUSD and is updated</p>	<p>School master calendar Upload</p> <p>Copies of drill summaries</p> <p>Student Accountability Report (SARC)</p> <p>EGCS Parent & Student Handbook</p> <p>Bullying awareness- Digital Citizenship Grades 9-12</p> <p>Bullying awareness- Digital Citizenship Grades 7-8</p> <p>Emergency Binder Documents</p> <p>Conflict mediation contracts (blank forms)</p> <p>Syllabi Core Classes</p> <p>Syllabi Elective Classes</p> <p>Assignment Work Record</p> <p>Custodian work schedule</p> <p>AED has the monthly check off form</p>

<p>on an as-needed basis.</p> <p>Fire extinguishers are located in every room on site and are inspected once a year by the fire department.</p> <p>The school site also receives a visit and inspection once a year from the fire department to ensure all guidelines are followed to keep students and staff safe. During the 2021-22 school year, cameras were installed in the outer part of the campus and the front office by EGUSD tech services and is monitored by EGUSD Police Department. This has added another level of safety to the school. EGCS also employs a full time campus supervisor.</p> <p>EGCS runs safety drills throughout the school year, such as lockdown, evacuation, and earthquake drills. The school participates every year in the Great Shakeout. Emergency binders are located in all classrooms, teacher cubicles, and offices with important phone numbers, student attendance rosters, staff lists, and a campus map. A safety box is located in the office in case of an emergency; this box can be rolled out during an evacuation that contains student information, first aid equipment, megaphone, and supplies to keep student and staff safe in case of an emergency. Signs are located in the office showing the location of the box. The school has staff members who are CPR certified, first aid certified, and have been trained in using an AED machine. EGCS also completes a yearly Comprehensive Safe School Plan (CSSP) that is developed by the school with input from all partners and approved by the school’s Advisory Council. The CSSP is also submitted and reviewed by district level personnel in Secondary Education and Safety and Security.</p> <p>The Uniform Complaint Process is posted on the school’s website and is part of the school and district handbook. Individuals who file complaints are processed at the lowest level possible at first (school site) and if needed are escalated to the district level to be resolved. EGCS has very few UCP complaints as a result of the small school and connections created through the school’s programs and communication.</p> <p>E2.2: The school demonstrates caring, concern, and high expectations for all students through the school’s structures/programs. As a small school with small class ratios and 1:1 weekly ISP appointments, students are able to connect with staff in ways not possible at larger more traditional programs. High expectations are created through the on-boarding, initial ISP, and weekly ISP model through clear</p>	<p>Preservice training schedule (Agendas)</p> <p>E2.2</p> <p>Transcript evaluation form</p> <p>Behavior/discipline (Synergy Reports)</p> <p>EGCS Parent/Student Handbook</p> <p>Counselor referral/meeting request form</p> <p>Student support plan</p> <p>Bullying awareness- Digital Citizenship</p> <p>Comprehensive School Safety Plan</p> <p>School activity flier- sent home monthly</p> <p>School Flier - displayed around campus</p> <p>Student of the Month</p> <p>Awards List and/Programs</p>
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<p>and concise communication. ISP structures are standardized across content areas and teachers. Each student receives a transcript evaluation with a semester course plan and course syllabi that clearly communicates the expectations for each student academically. In the school’s hybrid direct-instruction model, students are taught expectations at the class level by teachers, administration, and the school’s handbook. The school’s PBIS also communicates expectations and rewards students for positive behavior. For individual student support, the school’s counselor and ISP teachers are the main points of contact. The counselor provides resources and support to both students, parents, and staff. At EGCS, the counselor is primarily focused on the social-emotional wellness and mental health of students. The school has a counselor referral process for the staff to initiate student support. Students can also drop in or turn in a request to meet. More specifically, the counselor works with students and families who are in need of Gender Support Plans, Crisis Re-entries, Safety-Wellness Plans, and Risk Assessments. All classrooms have a “Counselor Pass” available to students to see the counselor when in crisis or need space outside of class for social-emotional support. Along with the school’s webmaster, they create and upload content to the school’s Wellness section of the website. Both collaborate to ensure that resources are available to stakeholders. The counselor also facilitates student conflict mediations to help them build conflict resolution skills to resolve their issues. Lastly, the counselor also informs/trains staff of programs and assistance through weekly staff meetings, emails, Google Classroom, and the school’s website.</p> <p>The school also has a full time RSP teacher, who develops and implements IEP plans with the support of EGUSD staff. This includes a psychologist who is assigned to EGCS along with other supports as needed (ex. MHT, interns, program specialists, speech/vision/hearing therapist, occupational therapists, etc...)</p> <p>E2.3: Elk Grove Charter School strives to connect with families and focuses on the students being able to identify and connect with at least one adult on campus. The teachers play a big role in this as they are the ones that have the most contact with the families. However, students also constantly reach out to the Counselor, Principal, and Vice Principal when they have concerns and feel comfortable walking into the office. This is largely in part to the fact that the Counselor, Principal, and Vice Principal have an open door policy and make themselves</p>	<p>E2.3</p> <p>Staff meeting Agendas</p> <p>Leadership minutes</p> <p>Advisory council agendas</p> <p>Sunshine schedule of events</p>
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<p>available. This not only applies to students, but also parents and staff members.</p> <p>In the event of a crisis, EGUSD will provide support from off-site personnel and school administration and counseling departments work with students, families, and staff to help cope with difficult situations. The school also has a Sunshine Committee to support and recognize staff. This committee celebrates the staff and organizes events and activities to keep morale high in order to show appreciation to each and every staff member. Lastly, EGCS has a full time campus supervisor who monitors the school. He knows the students and reports to admin/counseling any observed issues. The primary vehicle at EGCS to build an environment of trust and respect is to know the students, their circumstances, and motivations for attending the school. As well, trust and respect is built through regular communication and the creation of norms and expectations in both the ISP and classroom environments. These can be seen through class expectations, rules, policies, procedures, and the school’s ISP course syllabi and Google Classrooms.</p> <p>E2 Prompt: Elk Grove Charter School’s leadership is effective at focusing on continuous school improvement by providing a safe, clean, and orderly environment. The school nurtures learning and develops a culture that is characterized by trust, professionalism, equity, and high expectations. These elements can be seen through the cleanliness and maintenance of the school’s facility, the PBIS program, and digital citizenship teaching/learning modules. More specifically, EGCS’s small environment fosters a “family” style environment between colleagues, students, and families. The open environment allows for both formal and informal interactions that center on the learning and well being of all stakeholders.</p>	
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E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement

alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Student Voice: 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.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>E3.1: Elk Grove Charter School develops and implements a variety of programs to meet students' academic needs. EGCS is a very personalized program as it is Independent Study focused with direct-instruction classroom options. By nature, EGCS's structure is personalized and delivers multi-tiered academic supports. The ISP program is self-paced and students complete classes based on transcript evaluations and post-secondary goals. EGCS students also have the option to complete coursework that is "at," "below," or "above" grade level through the school's developed courses or partnerships with EGUSD and the Los Rios community college district. EGUSD also is the only school in EGUSD where students are able to complete a variety of diploma requirements including alternative, comprehensive, and college-prep. EGCS also has the requisite NCAA approved courses for potential collegiate athletes.</p> <p>EGCS's workshop model provides students with smaller class sizes, minimum day schedule, options for acceleration or remediation, and flexible scheduling. Students are able to work in this hybrid model in grades 7-10 prior to transitioning to predominately ISP in grades 11-12. However, some courses are almost entirely taught through direct-instruction (Math, Foreign Language, and Art).</p> <p>For students struggling to find success at EGCS, the school has a Success Planning process that addresses root cause and establishes potential solutions. EGCS also has a probation process for students who are not actively striving to be successful. Probations can be for academics, behavior, or attendance and strive to correct behaviors that are inhibiting success.</p>	<p>E.3.1</p> <p>District program fliers/referral forms</p> <p>Health emergency plan</p> <p>Medication authorization forms</p> <p>504 plan documents</p> <p>Study skills syllabus</p> <p>Support labs schedule</p>

<p>Transcript evaluations include A-G tracking to help prepare students for college and career readiness. The counselor also supports students and teachers to improve A-G completion through transcript evaluations and staff communication. This helps to ensure students are aware of their educational options.</p> <p>Classrooms also have a smaller number of students enrolled than traditional schools. This provides for more student-to-teacher contact time and assistance. The school also offers the following interventions and opportunities for students: academic support labs, study skills class, and after school tutoring.</p> <p>E3.2: In addition to alternative strategies, EGCS offers and implements alternative instructional options for students. The school’s hybrid model discussed previously is an alternative by the very nature of the school. The students ability to operate in both the ISP, direct-instruction, and online (Edgenuity) platforms the school offers are all designed to meet the specific needs of the student and their family.</p> <p>For the 2022-23 school year, EGCS started a pilot program with 11th grade students to potentially provide an additional option for students. The program consists of more one-on-one time scheduled with content specific teachers. Students in this pilot program benefit from the additional support they receive from multiple staff members.</p> <p>As a small school, EGCS offers a variety of programs but needs to be creative in the master schedule and use of human resources. Teachers often teach using all platforms (ISP, classroom, online). The school’s RSP teacher offers additional instructional support through weekly study skills classes, and students are able to access study labs and tutoring to augment/support their learning. For EL students, each ELA class (ISP/classroom) has integrated EL modules for students. As stated previously, all teachers are trained to develop and implement the Student Success Planning process to provide additional instructional support.</p> <p>Instruction for all students in social emotional needs/awareness is implemented through the school’s advocacy classes/ISP modules. Master schedule development is conducted by administration with input from all stakeholders through group and individual formats. The school’s master schedule underpins the school’s instructional framework and delivery model. Throughout the WASC cycle, the master schedule has had a variety of iterations designed to</p>	<p>E3.2-</p> <p>District program fliers/referral forms</p> <p>Health emergency plan Medication authorization forms 504 plan documents</p> <p>Study skills syllabus</p> <p>Support labs schedule</p> <p>Class roster to show students are under 25 students</p> <p>Counselor and RSP teacher -</p> <p>Study skills syllabus</p> <p>FONT Observation Reports</p>
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support instruction and student learning. Examples of master schedule changes over the years are advocacy classes, support classes, ISP pilot, support labs, additional foreign language courses at various levels (Spanish 1, 2, 3), and additional direct-instruction math courses (Math 1, 2, 3, Stats).

EGCS also develops and implements IEP/504 plans for students with identified needs. Plans center on services/modifications/interventions needed for the student to successfully access and master the standards. EGCS delivers a study skills workshop on Fridays for students with IEPs. The school's RSP teacher instructs the workshop and works with students both individually and in small groups to help them meet their identified goals, access the curriculum/instruction. Often, the focus of the class is to assist students in organizational skills so they can be successful. Students with 504 accommodations are supported by the school's counselor who is the 504 coordinator and plans are updated yearly with input from students, parents/guardians, and teachers. In the event a student is exhibiting difficulty accessing and excelling academically, teachers refer students to the counselor for initial assessment.

E3.3: Assessment of the effectiveness of programs offered at EGCS is primarily driven through the yearly LCAP development process. Administration works within PLC, Advisory, and whole staff meetings to analyze the effectiveness of programs and develop/implement changes. Input from students and parents are gathered through surveys and then analyzed by administration and PLC groups. The school also receives support from EGUSD in regards to program improvement through professional development and participation in steering committees.

Ultimately, program improvement is a data driven process that considers essential data identified in the school's LCAP. Examples of essential data are graduation rates, enrollment, retention, SBAC, A-G, grades, attendance, etc...). In addition, administration evaluates teacher effectiveness through yearly evaluations and walk-through observations. EGCS has adopted the district's walk-through, online recording tool titled FONT (Framework Observation and Notetaking Tool). This tool was initially designed to capture EL specific observations and is now aligned to the Framework for High Quality Instruction (FHQI). Various levels of observation notes are emailed to teachers immediately after the administrator submits their

[Master Schedules](#)

3.3-

[Falcon Feathers](#)

[Flyers lunch time activities](#)

observations.

Lastly, program improvement and analysis occurs both formally and informally through the school’s various communication tools. EGCS is small, which facilitates open communication between colleagues and administration. This communication style extends to students and families as EGCS staff take the time to communicate in detail through a variety of platforms (phone, email, text, in-person, surveys) and input from these various sources is considered in program development, analysis, monitoring, and improvement.

E3.4: Elk Grove Charter School promotes and encourages all students to participate in curricular and extracurricular activities. EGCS focuses on preparing students for their post-secondary plans—for many, this is college. All students are assigned college and career study assignments and activities via their Advocacy class, which also requires juniors and seniors to attend a Junior/Senior College and Career Conference with the counselor. This is to ensure they receive information and help with college and career planning. The school also holds two different college and career fairs to provide college and career exploration and give students a chance to connect with representatives and learn more. The first fair occurs in the fall and has a college focus while the second one is held in the spring and has a focus on careers. The counselor also facilitates College Application and Financial Aid Workshops to help students complete applications.

High schoolers have the opportunity to take community college courses through the Advanced Education program. This allows students to take courses they are interested in that are not offered here. Some courses can also be transcribed with honors/AP credit to satisfy graduation or CSU requirements. This also offers students a head start on earning college credits and exposure to other opportunities with higher education. Juniors and seniors may also take advantage of the various CTE courses offered through the district’s CTE Satellite Program. The courses are career oriented, skills-based, and offer a hands-on-learning experience within the specific occupations.

The PSAT 8/9 and PSAT/NMSQT is administered, which gives 8-11th graders the opportunity to receive a score report detailing their academic strengths and growth areas in regards

3.4-

[Leadership meeting minutes](#)

[Support labs schedule](#)

[Workshop schedules](#)

[Edgenuity syllabus](#)

<p>to college readiness, practice for SAT, and free study material. 10-12th graders also have an opportunity to take the ASVAB whether they are interested in joining the military or for career exploration purposes only.</p> <p>The Principal holds parent A-G and NCAA informational nights to keep parents and students in the loop of the requirements they need to meet if they wish to attend a university after high school. Over the years, focus has been placed on providing college tours. This year specifically, the school has endeavored to meet students' interest in visiting various colleges. So far this year, five field trips have been planned for students to tour college campuses to ensure they get more exposure to college options, programs, and more.</p> <p>Aside from college and career readiness, additional various activities are also offered on site for students. Even though EGCS is an independent study program, great effort is made to bring students together. EGCS begins the year with Senior Sunrise and a parent meet and greet for the younger grade levels. This is a great opportunity for students and parents to meet their classmates, teachers, and support staff on the first day of school. EGCS has a field day in the fall, spirit weeks throughout the school year, Senior BBQ and graduation rehearsal that is paired with one of college and career fairs, and an End of Year Carnival. Throughout the school year, field trips for each grade level are provided.</p> <p>E3.5: Elk Grove Charter School's school mission is to empower all students to realize their full range of academic and human potential. This begins with giving students a voice. Students are encouraged to participate in all activities. The Advisory Council meetings are open to the public with agendas posted, and there is a reserved council seat for a current EGCS student. The Principal Advisory is also a group made up of students and the principal. Student representatives attend Board of Education meetings and have the opportunity to share with the community of Elk Grove the status of the school and any events happening. EGCS also has a student leadership class. This class is involved with student events, Spirit Week, announcements, and more. Clubs are also offered to serve the different needs of the student population. EGCS also requires students to serve community service hours. This helps students create connections within the community.</p> <p>Through the format and nature of the school's ISP program, students are encouraged and able to deepen their sense of self</p>	<p>3.5-</p> <p>School activity flier- sent home monthly</p> <p>School event fliers- Example</p> <p>Field trip list</p> <p>Leadership and Principal Advisory Minutes</p> <p>Community service syllabus and log</p> <p>Semester awards list</p> <p>Student of the quarter</p>
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<p>and advocate for their needs. ISP students meet 1x1 with their teacher weekly. These meetings are not only subject specific, but also provide the opportunity for students to discuss a wide variety of topics with their teachers. As the primary point of contact with the school, this structure is not only paramount, but also essential for students to express/advocate for themselves.</p> <p>Elk Grove Charter School participates in EGUSD contests that allows students to share their voice and thoughts. Many of these are through art work, which is displayed in various different areas of the school. EGCS also encourages students to share a speech at 8th grade promotion and high school graduation. Lastly, all students have the opportunity to provide input in a variety of school and district delivered surveys. All students complete a welcome survey upon enrollment and throughout the year there are a variety of surveys that address desired activities, LCAP needs response, testing, etc.</p> <p>E3 Prompt: Elk Grove Charter School's mission is to empower students to realize their full range of academic and human potential. This starts with personalizing the educational needs of every student. The on-boarding process and independent study model is very personalized as it allows for the enrollment process to be done one to one, as well as the independent study appointments. Support labs, success plans, and resources offered by the 504 coordinator and RSP teacher also facilitate the accommodations needed to be made for any students on IEP or 504 plans. The counselor also provides students with resources for mental health. EGCS offers various options for students to express their voice, from Advisory Council, student leadership, Principal Advisory, Board representation, and more.</p>	<p>Advanced Ed</p> <p>IEP documentation</p> <p>504 Plan Template</p> <p>CTE Satellite Information</p> <p>Senior Sunrise Flier</p> <p>Student Surveys</p>
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ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*

Areas of Strength

1. Small environment/Small schedule and being flexible
2. Students have a connection with at least one adult on campus
3. The physical location is safe, clean, and in good condition
4. Communication from the school to families and students

Areas of Growth

1. Parent engagement and involvement
2. Limitations due to the site's small building

List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)

- College and career readiness
- Improve math and ELA skills
- More supports for students with special needs

List any additional identified student learner needs that resulted from the Focus Group analyses.

- Parent and student engagement
- Resources for students with special needs SPED and 504.
- Develop Social Emotional skills to cope with changing and varying needs of students.

In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to

- **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - Engagement: Limitations on classes and teachers due to building size. increase communication and promotion of events and activities
 - Wellness: Additional college support and resources for students. Over the years, more and more students attend college and seek out college or advanced education. This has been initiated by providing students with college tours.
- **Identify important next steps within the schoolwide action plan/SPSA.**

First step might be identifying general enrollment trends and why the uptick in IEPs/504 and WHY they enroll in EGCS. Also identify the wants/desires of students and families and compare to what EGCS offers and is capable of offering based on facility and programs. The school can also work with the district to build additional learning spaces at the school.

*The summary information will be used for Tasks 4 and 5.

Prioritized Areas of Growth Needs from Categories A through E

EGCS used a Focus Area Finding Matrix to help determine and prioritize areas of growth from categories A through E. The matrix can be accessed via this link: [Focus Group Finding Matrix](#)

To summarize the finding, the following areas were identified as the greatest areas of growth and they are correlated to the Focus area A-E in parenthesis.

- (A/B) Improve curriculum, engage students more (creating more activities to go along with the curriculum, whether it is trips, events, more enrichment activities.)
- (A) Improve explicit communication focussing on EGCS's "Brand" of educational delivery
- (B) Increase course offerings (elective and Honors/AP) for more variety to meet varying students needs/interests
- (B/D) Standardizing credit hours/work output expectations across disciplines/courses
- (C/D) Tiered Support for students with special needs and Tiered English, Literacy and Math support for all students
- (C/E) Student Engagement within learning and teaching and within the school community
- (A/E) Address the limitations created by the small facility and impact on the school's master schedule, teacher assignments, and schoolwide curricular and extracurricular activities.

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Summary of the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.

Preliminary learner needs based on the school's community profile and California Dashboard data revealed the following areas of continuous need: College and Career Readiness, improve ELA/Math skills, increase support for students with special needs, and address EGCS's declining graduation rate since the pandemic. Continued analysis and findings from each of the five focus areas in chapter 3 reveal the following overarching major learner needs for the Elk Grove Charter School:

- Improve College and Career Readiness
- Expand access and opportunities for student, family, and community engagement

These areas of need have a wide reaching impact on not only the programs offered at EGCS, but more importantly, the experience of the students and families at the school. In addition, they also reach beyond current students and help shape the EGCS brand that will attract future students.

Looking at the preliminary needs and the findings from each focus area, the school determined College and Career Readiness to be a continued major area of need. The actions and services that will be developed and implemented by the school will address a variety of identified growth areas including improving ELA/Math skills, increasing graduation rates, and providing increased support for students with special needs. In addition, EGCS will need to increase course offerings. EGCS will create more interest and variety in the school's course catalog to meet student needs, in addition to increasing a-g, NCAA, and CTE completion rates.

Increasing access and opportunities for students, families, and the community to engage with the school is another area that is critical to the success of EGCS students. In order to increase access and opportunities for students, EGCS must continue to develop programs based on identified needs and desires of not only the current student body but also for the target population of the school. EGCS students/families are often disconnected from the learning environment due to outside-of-school circumstances and influences or negative experiences at previous schools. In addition to developing engagement opportunities, a primary vehicle to increasing access and participation in school events will be to address EGCS's facility limitations. The current facility limits not only enrollment, but also the number and types of curricular and extracurricular programs offered at the school. By increasing access and opportunities for student/family/community engagement, EGCS students will be able to connect with the school at a deeper level and more fully realize their potential.

EGCS debated on adding a 3rd major learner need, but ultimately decided that it will be incorporated into the College & Career Readiness and engagement programs. However, it is important to note that developing and explicitly communicating EGCS's brand to not only current students, but also to the Elk Grove community, will assist in overall student and school success. Ultimately, EGCS is a niche program that requires specific skills and support from its community. Throughout the self-study process, it was clear EGCS has made marked improvements in identifying and developing the brand of the school, but there is still work to do. Many students, families, and the community members do not fully understand the role, function, and programs offered by the school. As students, school/district staff, and the community better understand the "EGCS Brand" and the solutions it provides, the more effective and successful the students will be.

Chapter V: Schoolwide Action Plan

Elk Grove Charter's School's Single Plan for Student Achievement and Local Control and Accountability Plan is organized into 4 strategic goals. These goals are:

1. **High-Quality Curriculum & Instruction:** All students will have access to standards aligned curriculum and receive high quality classroom instruction to promote college, career, and life readiness and eliminate the achievement gap.
2. **Student Assessment and Program Evaluation:** All students will benefit from instruction guided by assessment results (formative, interim, and summative) and continuous programmatic evaluation.
3. **Wellness:** All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.
4. **Engagement:** All students will benefit from programs and services designed to inform and involve parents, families, and community partners.

In addition, the action plan was revised to align to the following identified major student learner needs from the Self-Study findings:

- Improve College and Career Readiness
- Expand access and opportunities for student, family, and community engagement

The action plan outlines each strategic goal: measuring and reporting data and timelines; overarching actions and services along with description of possible actions; granulated metrics specific to each action/service; and identified responsibility for each action by school partners.

<p>Strategic Goal 1: High Quality Curriculum and Instruction <i>All students will receive high quality instruction and curriculum</i></p>			
<p>Measuring and reporting Results:</p>			
Metric	Desired Outcome (2023-24)	Metric	Desired Outcome (2023-24)
Percentage of middle/high school students who take advanced courses upon promotion/graduation	50%/50%	Percentage of students meeting A-G requirements upon graduation	50%
CAASPP ELA: % of students Meet Standards	70%	Student Grades: % of students earning >75% in a -g classes and >85% in non a-g classes	100%
CAASPP Math: % of students Meet Standards	50%	Percentage of students on-track per credit accrual per grade level (10th/11th/12th)	75%/75%/95%
CAASPP Science: % of students Meet Standards	50%	Graduation rate	100%
Percentage of ELs reclassified	50%	CTE Pathway Development	Full Pathway

Strategic Goal 1 Action Items: High Quality Curriculum and Instruction				
Action/Services	Major Learner Need	Description/expenditure of Possible Actions	Metric(s)	Resp.
Refine and augment instruction and curriculum	College and Career Readiness Access	<ul style="list-style-type: none"> ● Augment literacy program and extend to cross-curricular implementation. ● Develop new courses for direct-instruction, ISP, and on-line delivery. Include teacher stipends/release time for development and training. ● Provide access to professional development on the Framework for High-Quality Teaching (FHQT), equity, grading, and content specific teaching and learning. ● Purchase curriculum for direct-instruction, ISP, and online delivery. ● Standardize course expectations across platforms (ISP/Workshop/Online). ● Determine facility limitations on master schedule. ● Refine and implement ELA/Math support programs. ● Develop and implement CTE pathway. 	<ul style="list-style-type: none"> ● Grades ● A-g completion ● CAASPP ● Honors/AP/Ad. Ed. 	<ul style="list-style-type: none"> ● Admin ● PLCs ● Cert. staff ● Class. staff
Refine English Learner Program	College and Career Readiness	<ul style="list-style-type: none"> ● Refine and improve EL student tracking tool. ● Develop integrated EL supports across core content areas. ● Purchase EL support materials. ● Provide staff training specific to the needs of EL students. 	<ul style="list-style-type: none"> ● ELPAC ● Grad Rate (dis) 	<ul style="list-style-type: none"> ● Admin ● EL Coord. ● Cert. staff ● Class. staff
Refine Staffing Model	Access	<ul style="list-style-type: none"> ● Address staffing model to build equity and maintain/attract staff. ● Develop equitable teacher assignment practices to leverage teacher expertise and meet the needs of students in the school’s hybrid model. 	<ul style="list-style-type: none"> ● Enrollment ● Teacher assignments 	<ul style="list-style-type: none"> ● Admin ● District per.
Provide Summer Learning Opportunities	College and Career Readiness	<ul style="list-style-type: none"> ● Provide summer learning opportunities for both credit recovery and enrichment. ● Provide teachers and staff with training for summer specific learning programs. 	<ul style="list-style-type: none"> ● Graduation rate (dis) ● On-track status ● A-g rate 	<ul style="list-style-type: none"> ● Admin ● PLCs ● Cert. staff ● Class. staff

Strategic Goal 2: Student Assessment and Program Evaluation

All students will benefit from instruction guided by assessment results (formative, interim, and summative) and continuous programmatic evaluation.

Measuring and reporting Results:

Metric	Desired Outcome by 2023-24
Participation on Schoolwide Formative/Interim Assessments	100%
Performance Tasks: 1 Per 5 cr. course and 2 per 10 cr. course	100%
Percentage of students taking college entrance exams	50%

Strategic Goal 2 Action Items: Student Assessment and Program Evaluation

Action/Services	Major Learner Need	Description/expenditure of Actions	Metric(s)	Resp.
Refine Schoolwide Assessment Program	College and Career Readiness	<ul style="list-style-type: none"> Develop and standardize assessment protocols across ISP courses. Refine school’s interim, summative, and formative assessment protocols to include administration, data analysis, and program improvement. Develop assessment support program/modules to support students with special needs or who struggle passing oral and written assessments. Provide training to staff on test development and best practices. Implement college entrance exam promotion campaign to increase participation and better understand the benefits. 	<ul style="list-style-type: none"> # of aligned courses Assessment part. rate Grades College entrance exams 	<ul style="list-style-type: none"> Admin PLCs Cert. staff Counselor
Performance Task development & implementation	College and Career Readiness	<ul style="list-style-type: none"> Develop, refine, and implement performance tasks across core content in workshop, ISP, and online. Align performance task to content and college and career readiness standards. Refine performance task data collection and analysis procedures. 	<ul style="list-style-type: none"> # PT dev. PT results 	<ul style="list-style-type: none"> PLCs

Strategic Goal 3: Wellness			
<i>All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.</i>			
Measuring and reporting Results:			
Metric	Desired Outcome (2023-24)	Metric	Desired Outcome (2023-24)
High school drop-out rate	2%	Social Emotional: Participation and Favorability Rates	75%/80%
Suspension rate	0	12th grade college and career plans	100%
Persistence rate	80%	Attendance rates	100%
School climate perception data: % satisfied	100%	Program Implementation Continuum (PIC) measures for PBIS/FACE	Level 2 and Level 4

Strategic Goal 3 Action Items: Wellness				
Action/Services	Major Learner Need	Description/expenditure of Actions	Metric(s)	Resp.
Refine attendance intervention and promotion program	Engagement	<ul style="list-style-type: none"> ● Refine truancy and discipline intervention program addressing motivation and reward systems for positive behaviors. ● Develop and implement data analysis protocols and focus groups. ● Refine PBIS program including purchasing curriculum, develop/implement new modules, and determine delivery system across all grade levels. ● Provide staff positive behavior and restorative practices training. ● Streamline enrollment and course selection process for new and returning students. 	<ul style="list-style-type: none"> ● Truancy rate ● Discipline # ● Perc. data ● PIC ● Persistence 	<ul style="list-style-type: none"> ● Admin ● District ● PBIS comm. ● Class. staff

Elk Grove Charter School ACS WASC/CDE Self-Study Report

<p align="center">Refine College and Career Readiness (CCR) Program</p>	<p align="center">College and Career Readiness</p>	<ul style="list-style-type: none"> ● Refine college and career grade level projects. ● Refine transcript evaluation and course planning procedures. ● Develop and implement CCR promotion/awareness campaigns including alumni tracking and promotion procedures. ● Provide teachers and staff with training on college and career readiness best practices. 	<ul style="list-style-type: none"> ● College going rate ● Drop-out rate ● CCR plan com. 	<ul style="list-style-type: none"> ● Admin ● Counselor ● Class. Staff ● CCR Focus group
<p align="center">Refine Social Emotional Learning (SEL) Program</p>	<p align="center">Engagement</p>	<ul style="list-style-type: none"> ● Develop and implement SEL program across grade levels. ● Purchase curriculum and provide staff training. ● Refine character education program, purchase curriculum, and provide PD. 	<ul style="list-style-type: none"> ● SEL rate ● Climate 	<ul style="list-style-type: none"> ● Admin ● Class. Staff ● SEL Focus Group

<p align="center">Strategic Goal 4: Family & Community Engagement <i>All students will benefit from programs and services designed to inform and involve parents, families, and community partners.</i></p>	
<p align="center">Measuring and reporting Results:</p>	
<p align="center">Metric</p>	<p align="center">Desired Outcome by 2023-24</p>
<p align="center">Average Advisory Council Attendance</p>	<p align="center">20</p>
<p align="center">Percent of students attending school wide activities</p>	<p align="center">50%</p>
<p align="center">Percent of students completing community service</p>	<p align="center">75%</p>
<p align="center">Percent of students completing in schoolwide partnerships</p>	<p align="center">50%</p>

Strategic Goal 4 Action Items: Family & Community Engagement				
Action/Services	Major Learner Need	Description/expenditure of Actions	Metric(s)	Resp.
Refine, develop and implement parent and student involvement programs	Engagement	<ul style="list-style-type: none"> ● Expand, organize, promote on- and off-campus events. ● Develop connections with partners to increase access to community events and create recognition program for students and community partners. ● Clarify and communicate the Advisory Council function and implement participation campaigns. ● Create school activities/leadership committee (students, staff, parents). ● Create and implement skills workshops for students and families. ● Purchase supplemental materials and provide teachers with release time, stipend, timesheet compensation for events. ● Create participation tracking and analysis tools. ● Identify and develop a plan to address barriers created by school facilities. 	<ul style="list-style-type: none"> ● 4 events per year ● Advisory Council Att. ● Student participation 	<ul style="list-style-type: none"> ● Admin. ● Advisory Council ● Activities coordinator ● Leadership teacher ● Classified staff
Development and refinement of formal community/school partnerships and branding	Engagement	<ul style="list-style-type: none"> ● Maintain current partnerships with before-school program providers, marketing and community agencies. ● Develop EGCS's internal and external brand and marketing campaign; including essential skills for success, role EGCS serves in the community, and identify target population. ● Develop a plan to address barriers related to public relations. ● Refine community service program to include promotion and recognition programs. ● Provide release time, stipends, timesheets for staff members to attend community events to promote EGCS. 	<ul style="list-style-type: none"> ● Partnerships ● New enrollment ● Perception surveys ● Comm. Serv./part. completer 	<ul style="list-style-type: none"> ● Admin. ● Comm. Serv. Coordinator ● District

Identified Focus Group Needs

- College and Career Readiness
 - (A/B) Improve curriculum, engage students more (creating more activities to go along with the curriculum, whether it is trips, events, more enrichment activities.) (B) Increase course offerings (elective and Honors/AP) for more variety to meet varying students needs/interests
 - (B/D) Standardizing credit hours/work output expectations across disciplines/courses
 - (C/D) Tiered Support for students with special needs and Tiered English, Literacy and Math Support for all students
- Increasing access and opportunities for student/family engagement
 - (C/E) Student Engagement within learning and teaching and within the school community
 - (A/E) Overcome limitations due to small facilities to organize events and to increase school connectedness.
 - Increase communication to improve and increase opportunities for student engagement
 - Develop programs to increase accountability/motivation for student engagement
 - Clarify charter's brand and increase awareness in the community
 - i. Promotion campaigns (LCAP 4)
 - ii. Define charter's brand internally and externally

Appendices:

- A. [Local Control and Accountability Plan \(LCAP\)](#): (linked) This includes a five page summary at the beginning of the plan. The district LCAP is posted on each district's website

- B. Results of student questionnaire/interviews
 - [Focus Area A: Vision, Purpose, Leadership, and Resource Survey](#)
 - [Focus Area B: Curriculum](#)
 - [Focus Area C: Learning and Teaching](#)
 - [Focus Area D: Assessment](#)
 - [Focus Area E: School Culture](#)

- C. Results of parent/community questionnaire/interviews
 - [Focus Area A: Vision, Purpose, Leadership, and Resource Survey](#)
 - [Focus Area B: Curriculum](#)
 - [Focus Area C: Learning and Teaching](#)
 - [Focus Area D: Assessment](#)
 - [Focus Area E: School Culture](#)

- D. The most recent [California Healthy Kids Survey](#)

- E. [Master schedule](#)

- F. [Approved AP course list: https://apcourseaudit.epiconline.org/ledger/](https://apcourseaudit.epiconline.org/ledger/)

- G. [UC a–g approved course list: https://doorways.ucop.edu/list/app/home/](https://doorways.ucop.edu/list/app/home/)

- H. [California School Dashboard performance indicators](#)

- I. [School accountability report card \(SARC\)](#)

- J. [CBEDS school information form](#)

- K. [Graduation requirements](#)

- L. [Budgetary information, including school budget](#)

- M. [Glossary of terms unique to the school.](#)

AM Core Quarter 1/3

Period	Room	Monday	Tuesday	Wednesday	Thursday	Friday
0 8:05 9:15	102	Math 1/Applied (11-12)				Staff Mtg. & PLC
	103					
	104	Art A				
	111	Digi Art a (HS - Q1/2)				
	112	Marketing and Leadership				
	113	Training				
9:15-9:20 Passing Period						
1 9:20 10:00	102	Math 8b			Exploring Sci 7a	
	103	Sci 8a			11th Advo	
	104	Span 2A (Q 1/3)			SS8b	
	111	Digi Photo/Photoshop (7b MS)			8a Advo	
	112	ELA 7a			7b Advo	
	113	Stats (11-12)(Q1/2)			Stats (11-12)(Q3/4)	
10:00 - 10:02 Passing Period						
2 10:02 10:40	102	Math 8b			Exploring Sci 7a	
	103	Sci 8a			11th Advo	
	104	Span 2A (Q 1/3)			SS8b	
	111	MS 7b Support			8a Advo	
	112	ELA 7a			7b Advo	
	113	Stats (11-12)(Q1/2)			Stats (11-12)(Q3/4)	
10:40-10:45 Passing Period						
3 10:45 11:23	102	Math 8a /Math 1 (8-12)			Study Skills	
	103	Sci 8b			Exploring Sci 7b	
	104	Math 2			11th Advo	
	111	M7a Support			SS8a	
	112	ELA 7b			Advo 8b	
	113	Span 1a (9-12)(Q1-2)		Span 2b (Q3/4)		
11:23-11:25 Passing Period						
4 11:25 12:05	102	Math 8a /Math 1 (8-12)			Study Skills	
	103	Sci 8b			Exploring Sci 7b	
	104	Math 2			SS8a	
	111	Digi Photo/Photoshop (7a MS)			Advo 8b	
	112	ELA 7b			7a Advo	
	113	Span 1a (9-12)(Q1-2)		Span 2b (Q3/4)		

AM Core Quarter 2/4

Period	Room	Monday	Tuesday	Wednesday	Thursday	Friday
0 8:05 9:15	102					Staff Mtg. & PLC
	103					
	104	Art A				
	111	Digi Art a (HS - Q1/2)				
	112	ELA 10H				
	113	Span 2 (Q2-4)				
9:15-9:20 Passing Period						
1 9:20 10:00	102	Math 7b			Exp. Sci 8b	
	103	Sci 7a			11th Advo	
	104	Digi Photo/Photoshop 8b(MS)			SS 7a	
	111	ELA 8a			8a Advo	
	112	Stats (11-12)(Q1/2)			Stats (11-12)(Q3/4)	
	113				7b Advo	
10:00 - 10:02 Passing Period						
2 10:02 10:40	102	Math 7b			Exp. Sci 8b	
	103	Sci 7a			11th Advo	
	104	Art B (Q2/4)			SS 7a	
	111	M8b Support			8a Advo	
	112	ELA 8a			7b Advo	
	113	Stats (11-12)(Q1/2)			Stats (11-12)(Q3/4)	
10:40-10:45 Passing Period						
3 10:45 11:23	102	Math 7a			Study Skills	
	103	Sci 7b			Exp. Sci 8a	
	104	Art B (Q2/4)			11th Advo	
	111	M8a Support			SS7b	
	112	ELA 8b			Advo 8b	
	113	Span 1a (9-12)(Q1-2)		Span 2b (Q3/4)		
11:23-11:25 Passing Period						
4 11:25 12:05	102	Math 7a			Study Skills	
	103	Sci 7b			Exp. Sci 8a	
	104	Art 1 (Q2/4)			SS7b	
	111	Digi Photo/PHotoshop 8a(MS)			Advo 8b	
	112	ELA 8b			7a Advo	
	113	Span 1a (9-12)(Q1-2)		Span 2b (Q3/4)		

PM Core Quarter 1/3

Period	Room	Monday	Tuesday	Wednesday	Thursday	Friday
5 12:40 1:20	102	Math 2 (10b)				Advo 10a
	103	Phy 10a				11th Advo
	104	Math 3 (10b)(Open to 11/12)				Advo 9a
	111	Learning Center				Study Skills
	112	ELA 9b (honors)				Advo 10b
	113	Health 9a				SPED Study Skills
1:20-1:22 Passing Period						
6 1:22 2:00	102	Math 2 (10b)				Advo 10a
	103	Phy 10a				11th Advo
	104	Math 3 (10b)(Open to 11/12)				Advo 9a
	111	Computer Tech A		Computer Tech B		Study Skills
	112	ELA 9b (honors)				Advo 10b
	113	Math 1 Support (9a)				Support/Club
2:00-2:05 Passing Period						
7 2:05 2:43	102	Math 1/AM 10a(Stacked Class)				W. History 10b
	103	Phy 10b				11th Advo
	104	Art 1C (Q1/2)		Art 1D (Q3/4)		Advo 9b
	111	Math 1 Support 9b				Burt ISP
	112	ELA 9a				W. History 10a
	113	Math 2 Support (9b)				GFSF 9a
2:43-2:45 Passing Period						
8 2:45 3:25	102	Math 1/AM 10a(Stacked Class)				W. History 10b
	103	Phy 10b				11th Advo
	104	Art 1C (Q1/2)		Art 1D (Q3/4)		Advo 9b
	111	Math Intervention				W. History 10a
	112	ELA 9a				GFSF 9a
	113	Health 9b				

PM Core Quarter 2/4

Period	Room	Monday	Tuesday	Wednesday	Thursday	Friday
5 12:40 1:20	102	Math 1 (9a)				Advo 10a
	103	Bio 9b				11th Advo
	104	Spanish 1 B (ms)				Advo 9a
	111	Math 3 Support 10b				Study Skills
	112	ELA 10a				Advo 10b
	113	Math 2 Support 10b				SPED Study Skills
1:20-1:22 Passing Period						
6 1:22 2:00	102	Math 1 (9a)				Advo 10a
	103	Bio 9b				11th Advo
	104	Spanish 1 B (ms)				Advo 9a
	111	Learning Center				Study Skills
	112	ELA 10a				Advo 10b
	113	CC Seminar 10b				Support/Club
2:00-2:05 Passing Period						
7 2:05 2:43	102	Math 1 (9b)				W. History 10b
	103	Bio 9a				11th Advo
	104	Art 1C (Q1/2)		Art 1D (Q3/4)		Advo 9b
	111	Math 2 (9b)				Burt ISP
	112	ELA 10b (open to 11/12)				W. History 10a
	113	CC Seminary 10a				GFSF 9a
2:43-2:45 Passing Period						
8 2:45 3:25	102	Math 1 (9b)				W. History 10b
	103	Bio 9a				11th Advo
	104	Art 1C (Q1/2)		Art 1D (Q3/4)		Advo 9b
	111	Math 2 (9b)				W. History 10a
	112	ELA 10b (open to 11/12)				GFSF 9a
	113	Math 1/Applied Support (10a)				
3:30-4:30 Passing Period						
9 3:30 4:30	102					
	103					
	104					
	111					
	112					
	113	Spanish 3 (Q2/4)				



AP Courses Offered

AP Art History

06065

Department: Visual/Performing Arts

Grade Level: 10-12

Credits: 10.0

Max Credits: 10.0

Graduation Requirement: Visual/Performing Arts

UC/CSU: Visual/Performing Arts (f)

NCAA: No

This course is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history: an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. In this course, students examine major forms of artistic expression from the past and the present from a variety of cultures. Students learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see using the formal elements of art and art vocabulary.

Adopted curricular materials: Gardner's Art Through The Ages, 12th Edition, Thomson-Wadsworth

AP Environmental Science

04639

Department: Science

Grade Level: 11-12

Credits: 10.0

Max Credits: 10.0

Graduation Requirement: Science

UC/CSU: Physical Science (d)

NCAA: Yes

This course focuses on interrelationships of the natural world, energy conversions, environmental problems, and alternative solutions for resolving or preventing them. This Advanced Placement Environmental Science course is designed to be an introductory college course in environmental science. The course content will cover topics outlined by the College Board and will prepare the students to take the AP exam in May. Students will be involved in laboratory and field investigations, individual research and writing laboratory reports.

Pre-requisite(s): Biology and Chemistry with a grade of C or better

Adopted curricular materials: Environmental Science for the AP Course, 3rd Edition, Bedford, Freeman, & Worth, Copyright 2019

AP World History

01130

Department: History/Social Science

Grade Level: 10-12

Credits: 10.0

Max Credits: 10.0

Graduation Requirement: World History

UC/CSU: World History (a)

NCAA: Yes

This course traces the development of world history from the emergence of cities to the present, focusing on the period after 1000 A.D. and emphasizing the analytical and writing skills necessary for success in a college level history course. To this end, the course devotes considerable time to the critical evaluation of primary and secondary sources, analysis of change and continuity over time, and the historical process and contacts between people in different society. In assigned reading and class discussions, there will be an emphasis on critical thinking. Attention will be given to the skills necessary to take the AP World History exam in the spring.

Adopted curricular materials: Worlds Together Worlds Apart, From the Beginnings of Humankind to the Present, AP Edition, W. W. Norton & Company.

AP US History**01230****Department:** History/Social Science**Grade Level:** 11-12**Credits:** 10.0**Max Credits:** 10.0**Graduation Requirement:** US History**UC/CSU:** US History (a)**NCAA:** Yes

This course offers an intensive U.S. history program designed for students who wish an accelerated learning experience that may qualify high school work for college credit. Using many sources, documentary materials and statistical tables, the course provides students with the analytic and factual skills necessary to deal critically with problems and issues in American history. A special emphasis of the course will be the development of critical writing skills necessary for the essay portion of the AP examination. Adopted curricular materials: America's History for the AP Course, 8th Edition, Bedford/St. Martin's

AP Government and Politics United States**01330****Department:** History/Social Science**Grade Level:** 12**Credits:** 5.0**Max Credits:** 5.0**Graduation Requirement:** American Government**UC/CSU:** US History (a)**NCAA:** Yes

This course is designed for students who want to complete the equivalent of a one-semester college introductory course in American Government and Politics. Students will engage in an intense study of the constitutional foundation of American government; the citizen base of politics; political parties and interest groups; the institutions of the national, state, and local governments; the policy-making process; and civil rights and civil liberties. This class will require extensive reading, writing, and research. Upon completion, students will be eligible to take the AP examination in government. Adopted curricular materials: American Politics Today, 5th Edition High School Edition, W. W. Norton & Company, Inc.



PATH TO COLLEGE

CSU & UC A-G Requirements

Must be Passed with a "C" or better

CSU: 2.5 minimum GPA

UC: 3.0 minimum GPA

NCAA: D1 minimum GPA 2.3; D2 minimum GPA 2.2

SUBJECT

EGC PATH

<p>A</p> <p>History</p> <p>2 Years Required</p>	<p>World Geography/ Honors ★</p> <p>World History/ Honors ★</p> <p>U.S. History ★</p> <p>American Government ★</p>		
<p>B</p> <p>English</p> <p>4 Years Required</p>	<p>English 9/Honors ★</p> <p>English 10/ Honors ★</p> <p>English 11 ★</p> <p>English 12 ★</p>		
<p>C</p> <p>Mathematics</p> <p>3 Years Required</p> <p>UC- 4 Years Recommended</p>	<p>Applied Math</p> <p>Math I ★</p> <p>Math II/ Honors ★</p> <p>Math III/ Honors ★</p> <p>Pre-Calculus ★</p> <p>Probability and Statistics ★</p>		
<p>D</p> <p>Science</p> <p>2 Years Required</p> <p>(1 year biological science, 1 year physical science)</p> <p>UC- 3 Years Recommended</p>	<p>Biology of the Living Earth ★</p> <p>Physics of the Universe ★</p>		
<p>E</p> <p>World Language</p> <p>2 Years Required</p> <p>(same language)</p> <p>UC- 3 Years Recommended</p>	<p>Spanish I ★</p> <p>Spanish II ★</p> <p>Spanish III ★</p>		
<p>F</p> <p>Visual and Performing Arts</p> <p>1 Year Required</p>	<p>Art I</p> <p>Computers and Graphic Design</p>		
<p>G</p> <p>College Prep Electives</p> <p>1 Year Required</p>	<table border="0"> <tbody> <tr> <td> <p>Computer Technology</p> <p>Creative Writing I ★</p> <p>Creative Writing II ★</p> <p>Ecology ★</p> <p>Economics ★</p> <p>Exploring Culture through Literature</p> <p>Family Sociology</p> </td> <td> <p>Focus on College and Career</p> <p>Mythology ★</p> <p>Political Science ★</p> <p>Psychology I & II ★</p> <p>Sociology ★</p> <p>You and the Law ★</p> </td> </tr> </tbody> </table>	<p>Computer Technology</p> <p>Creative Writing I ★</p> <p>Creative Writing II ★</p> <p>Ecology ★</p> <p>Economics ★</p> <p>Exploring Culture through Literature</p> <p>Family Sociology</p>	<p>Focus on College and Career</p> <p>Mythology ★</p> <p>Political Science ★</p> <p>Psychology I & II ★</p> <p>Sociology ★</p> <p>You and the Law ★</p>
<p>Computer Technology</p> <p>Creative Writing I ★</p> <p>Creative Writing II ★</p> <p>Ecology ★</p> <p>Economics ★</p> <p>Exploring Culture through Literature</p> <p>Family Sociology</p>	<p>Focus on College and Career</p> <p>Mythology ★</p> <p>Political Science ★</p> <p>Psychology I & II ★</p> <p>Sociology ★</p> <p>You and the Law ★</p>		

★ denotes NCAA approved course

Appendix 7: Graduation Requirements

The Elk Grove Charter School offers two diplomas – a “comprehensive” diploma or a “continuation” diploma. Each diploma requires 220 Carnegie units to graduate. These units must be divided among the areas of study as shown below. EGCS requires students to complete 30 hours of community service and a Senior College/career Portfolio.

Graduation Course Requirements		
English	40 Credits	
	Option 1	Option 2
Mathematics	40 Credits (Includes Alg. 1 and Math in Senior Year)	30 Credits (Includes Alg. 1 and math in senior year)
Science	20 Credits (Includes general and life)	30 credits
Social Science	35 Credits	
Physical Education	20 Credits	
	Option 1	Option 2
World Language	10 Credits	20 Credits of the same language
Fine Arts	10 Credits	
Health	5 Credits	
Technology	5 Credits	
TOTAL CREDITS	180-190 Credits	
Electives	30 -40 Credits	

Continuation High School Graduation Requirements		
English	40 Credits	
Mathematics (Including Alg I)	30 Credits	
Science	20 Credits	
Health	5 Credits	
World Geography	5 Credits	
World History	10 Credits	
U.S. History	10 Credits	
Physical Education	20 Credits	
	Option 1	Option 2
World Language	10 Credits	0 Credits
Visual & Performing Arts	0 Credits	10 Credits
American Government	5 Credits	
Economics	5 Credits	
Speech	1 Credits or Proficiency	
Technology	5 Credits or Proficiency	
Electives	50 Credits or remainder needed to reach 220 total credits	



EGCS Glossary of Terms

- **Advanced Ed:**
 - Partnership with local community colleges for students to take college courses. Some Advanced education courses can also be awarded high school credit. There is an approval process through the school's counseling department and administration.
- **Advocacy:**
 - Part of EGCS's ISP/Core instructional environments. All EGCS students are enrolled in an Advocacy class. For 7-10th grade students in the school's direct-instruction program, Advocacy meets on Fridays. For students in the school's ISP program, Advocacy is the day/time of their weekly meeting with the teacher. During Advocacy/ISP meetings, students initial weekly assignment logs, attendance calendars and complete modules in the school's social emotional, digital citizenship, literacy, and PBIS curriculum. Advocacy/ISP teachers also collect PE activity logs and assign elective course work through.
- **Advisory Council:**
 - EGCS's dual governance structure. EGCS is a dependent charter school of EGUSD so the EGUSD board of education is the school's board. However, EGCS also has an Advisory council that meets quarterly and approves continuous improvement plans, health/safety plans and give input on programs. The advisory council is made of parents/guardians, staff, community members, and a student.
- **Core:**
 - Direct instruction workshops for grades 7-10. These workshops make up the school's partial day format with middle school (7th/8th) in the morning and 9th/10th grade in the afternoon.
- **CTE Explore:**
 - Career Technical Education courses offered throughout EGUSD. EGCS students have access to enroll in these courses. Courses range from culinary arts, welding, medical billing, and graphic design.
- **Dismissal:**
 - If students do not make academic progress based on effort, attendance, behavior they may be dismissed from the program. Dismissal is a serious matter with multiple steps prior to the decision. Students must have been placed on a success plan/probation and failed to make academic progress due to the student/families lack of implementation of interventions. Families have the right to be notified in writing at least 5 days prior to the dismissal date and have the



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right to meet with administration to determine next steps and possible alternatives.

- **Edgenuity:**
 - EGCS's on-line platform and 3rd party vendor for on-line coursework. Edgenuity courses are asynchronous and self-paced. Teachers work with students to determine completion targets and testing takes place at the school.
- **HMH:**
 - Reading and math inventory interim assessments. Standards based and administered per grade level.
- **Illuminate:**
 - Online assessment platform for summative, formative, and interim assessments
- **ISP - Independent Study Program:**
 - This is EGCS's independent learning program environment where students meet with a credentialed teacher 1x1 once a week. Students are given work to do off site throughout the week. During ISP meetings, students turn in their completed work and are administered a verbal and written assessment, and then assigned the next week's workload
- **ISP Syllabus:**
 - ISP syllabus are standardized course outlines for courses that are administered through the school's ISP program. ISP syllabi are organized by credit hours, course content, supplemental assignments, and assessments. All ISP teachers use the same ISP syllabi
- **Labs:**
 - EGCS's support structure for English and Math. Labs are open/mandatory depending on the need of the student. They are filtered into the school's master schedule during times where both rooms and students would be able to attend. During labs students can work independently and/or with the assistance of a credentialed teacher in the content area
- **Principal's Advisory:**
 - Leadership structure for students to meet with the principal/administration to provide feedback on school programs, assist in development and implementation of school events. Principal's student advisory meets every other Friday with time dedicated to activities and administrative input.
- **Probation:**
 - For students who fail to make progress at EGCS due to academics, attendance, or behaviors. Probation is initiated in the event the student does not meet the



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interventions outlined in the success plan or behaviors/attendance is such that no interventions can be implemented. Failure to make progress during probation may result in dismissal from the program.

- **SOAR:**
 - EGCS's PBIS slogan. It stands for Safe - Organized - Accountable - Respectful
- **Success Plans:**
 - EGCS's support planning process for students struggling to complete work or show mastery. Success plans may be initiated by any teacher at EGCS, but ISP/Advocacy teachers are the primary drivers of this program. The intent of the success planning process is to determine the root cause of issues that may be impending student progress and determine appropriate interventions. Parents, students, teachers, and administrators sign off on the plan.
- **Workshops:**
 - EGCS's direct-instruction classes for courses historically difficult to master through the school's independent study program. Workshops include Art, Math, Foreign Language, and Computer technology