COMPREHENSIVE SUPPORT AND INTERVENTION

SELF-STUDY VISITATION REPORT

FOR

DEEP CREEK ACADEMY

281 S. Farmersville Blvd.
Farmersville, California 93223
February 12, 2020

Visiting Committee Members

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Deep Creek Academy (DCA) is located in the small rural community of Farmersville in Tulare County which is located in the central San Joaquin Valley, approximately 45 miles southwest of the metropolitan area of Fresno. Deep Creek Academy is one of six schools serving student needs in the Farmersville Unified School District. Deep Creek Academy's Vision is to be an exemplary learning community that fosters academic and social development of every student to be career ready." Deep Creek Academy's Mission Statement is to provide a nurturing environment for students, individualized curriculum, and acquisition of essential skills for career readiness.

DCA opened its doors in 1999; one year after the comprehensive high school was established. It is the only alternative education school in the district that currently houses two unique programs. DCA serves continuation high school students during the day and we serve adult students during the evening with a total population of about 115 students. At DCA each program is meant to meet the unique needs of the school community of Farmersville, CA. During the day, the continuation high school program has multiple schedules to accommodate the various needs which include: a Main/Full Day Schedule from 8:00 am to 2:52 pm; a Flexible Schedule A that runs from 8:00 am to 12:50 pm; a Flexible Schedule B that runs from 9:01 am to 1:51 pm; a Flexible Schedule C that runs from 10:02 am to 2:52 pm and an Independent Study program where students are required to attend once a week.

The current student population mirrors the community as a whole. 92% of the students are Hispanic and 8% are White/Non-Hispanic which includes Native American, African American or Asian. There is a small migrant population. Generally, students come to DCA as transfers from the comprehensive site, Farmersville High School. Students are referred and transferred for a variety of reasons, primarily for insufficient credits. This insufficiency may be the result of poor attendance, behavioral issues, social anxieties, parenthood, or late entry into the school program. In addition, parents who wish to place their students in a smaller school setting may request a transfer. Also, the Juvenile Court may make referrals directly to the school.

DCA has two full time Teachers and Special Education support for 30 minutes each week. DCA has a classified staff which includes one school secretary, one 6.5 hour campus aide, one district school nurse, and one custodian. The Principal also serves as the School Counselor for all students. During the evening, twice a week DCA hosts the adult education program with multiple pathways to meet our student's various needs, which include a GED pathway, High School Diploma pathway and English as a Second Language (ESL) pathway. DCA updates the School Plan for Student Achievement which provides school and district resources to provide services and programs for students.

Deep Creek Academy qualified for the Comprehensive Support and Improvement (CSI) based the California School Accountability Dashboard indicators for having graduation rates below the ESSA required 68%. The 2019 Dashboard results showed that DCA had a graduation rate of 33%. FUSD is required by the California Department of Education to provide CSI Intensive intervention and planning support for identified CSI schools.

The DCA Comprehensive Support and Improvement (CSI) plan was developed utilizing the district's CSI Self-Study review process findings. The CSI Self-Study school review process is aligned to the State WASC accreditation standards for secondary schools. Report findings were derived from the following self-review components which included a comprehensive data analysis review, leadership team meetings, interviews, SPSA evidence, and classroom observations. The district LCAP and DCA / SPSA plans are also required to include CSI plan

integration, along with measurable objectives designed to support long-term graduation rate improvement for Deep Creek Academy.

As part of the Every Student Succeeds Act Comprehensive Support and Improvement Section 1003 funds must only be used on CSI strategies and /or activities directly related to the following improvement activities: 1) Capacity building, 2) Conducting needs assessments or root cause activities, 3) Identification / development of evidenced-based intervention strategies and /or activities, 4) Using data to develop, implement, monitor and evaluate improvement efforts, 5) Reviewing /identifying resource inequities, which may lead to review of LEA and school-level budgeting. Finally, CSI improvement strategies and activities must align with goals, actions, and services in the LCAP.

CATEGORY A. <u>ORGANIZATION</u>: LEADERSHIP AND STAFF

A3.a. To what extent, based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the academic standards?

A3.b. To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

Deep Creek Academy annually updates their Single Plan for Student Achievement (SPSA) document. The school's SPSA document is fully aligned to district LCAP objectives. A district–level SPSA review process is scheduled for the spring. The School Site Council reviews data, establishes school wide objectives, and approves the plan. The Board of Education approves the SPSA annually as required by California Department of Education. The school continues to refine their SPSA monitoring process.

DCA completed a successful WASC self-study process in 2019. The school developed a comprehensive WASC Self-Study for the state accreditation process last year. The WASC Self-Study document is fully aligned and integrated into both the SPSA and LCAP documents. The WASC Self Study document provides a clear roadmap for continuous improvement. However, with a complete turnover of staff this school year, the WASC Self Study document will provide the school leadership team with specific strategies and actions to address improvement of graduation rates.

Deep Creek Academy utilizes a shared decision-making model for school leadership. The current school leadership team is new and includes the school principal / counselor, teachers and support staff that collaborate to improve student achievement. In addition to the school leadership team, parent advisory groups are used to provide additional parent input into the decision making process. These advisory groups include School Site Council (SSC) and the English Learner Advisory Committee (ELAC). There is consistent parent communication. However, DCA has limited parent involvement due to not having a staff member similar to other schools whose role is to involve parents in their student's education. Parents are provided with consistent academic updates and progress.

The school leadership team meets regularly during late start meetings to review student progress on Apex. Apex data is used to examine academic progress towards graduation. The school leadership team analyzes individual progress made on the Apex curriculum. Re-teaching opportunities and supplemental Apex tutorials provide students with individual skill development

to close the achievement gap. While this practice is in the initial implementation, the school needs to broaden their analysis of Apex data to ensure systemic support for student learning is embedded into the school. The school leadership team is new to the Apex curriculum and their expertise will grow over time. Weekly PLC meetings are used to discuss student needs and to develop systems of student support.

The school leadership team continues to develop a school culture focused on student learning. The school is currently staffed with a Principal / Counselor and does not have an academic coach or community liaison. Equity of resources continues to be a concern for Deep Creek Academy staff due to its small enrollment numbers of students. However, the needs for DCA students remain high. This creates challenges for the school to meet the variety of individual needs for at-risk students. Providing the school with access to additional program services and staff resources services can address inequity of resources concerns.

Areas of <u>strength</u> for Organization: Leadership and Staff

- School Leadership Team supports a collaborative school culture.
- The school continues to expand Apex data analysis expertise
- The leadership team makes decisions to support student achievement

Key <u>issues</u> for Organization: Leadership and Staff that needs to be addressed to ensure quality education for all students:

- Utilize the WASC Self-Study recommendations to guide leadership decisions
- Expand the use of student achievement data to improve achievement (identify and implement student support systems)
- Address resource inequities by increasing access to community partnerships and programs

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Leadership Team interview
- Classroom Observations
- Dashboard Data Analysis
- SPSA review
- WASC Report

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: <u>CURRICULUM</u>

B1.   To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards?

To what extent are the schoolwide learner outcomes accomplished through standards-based learning (i.e., what is taught and how it is taught)?

Deep Creek Academy uses the APEX Learning online program to deliver curriculum that is aligned with California state standards. The online curriculum offers a variety of high school level courses in ELA, Math, Science, Social Studies and Electives that satisfy both high school diploma, and the California State University (CSU) and University of California (UC) A-G college admissions requirements. Through APEX Learning students are able to recover credits for

courses that were previously failed at the comprehensive school site as well as complete courses for original credit towards their high school diploma.

Students at Deep Creek Academy are assigned to 1 of 2 teachers at the school site. Teachers then place students in online courses based on their credit needs and ability level. No more than two courses are assigned to a student at any one time. DCA teachers facilitate student learning by monitoring student progress in APEX Learning throughout the week and proctoring all student tests and exams as needed. Students are allowed to work at their own pace and may complete work in the online program, with the exception of tests and exams, wherever they have access to the internet. Through the use of APEX quizzes DCA teachers determine a student's readiness for a test or exam. Students who fail 3 attempts at the same quiz are required to complete a study guide and review with their teacher before being allowed to attempt the same quiz for a 4th time. A passing score or at least 60% on any quiz, test or exam is required before students can move along in the course. In addition to the study guides provided within APEX Learning students may receive one-on-one, or small group instruction from the teacher to help with comprehending certain concepts. While students are free to work at their own pace, they are expected to complete more than 30 credits, or 6 courses per semester. Students wishing to return to the comprehensive site are expected to complete more than 30 credits per semester.

A significant challenge for the staff at DCA is to consider, is how to expand the curriculum to real-world application. CTE pathways can increase student graduation rates and engagement. The Apex curriculum provides Career Technical Education (CTE) modules that can be used to develop post-secondary options for students which can further lead to development of CTE pathways and increase real-world application of learning.

Areas of <u>Strength</u> for Standards-Based Student Learning: Curriculum
- Providing a standards-based curriculum
- All curriculum is accessible throughout the day via the internet
- All core classes and a few electives are A-G approved by the UCOP.

<u>Key Issues</u> for Standards-Based Student Learning: Curriculum
- Curriculum may be inaccessible to some students due to lack of resources at home or ability levels.
- Tracking and monitoring student achievement needs refinement.
- Expand strategies and resources to help teachers address academic deficiencies

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:
- Interviews with leadership team, staff and students.
- Review of APEX Learning curriculum and UCOP course list.
- Student portfolios housed in Google.

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: <u>INSTRUCTION</u>

C1.   To what extent are all students involved in challenging learning experiences to achieve the academic standards?

Deep Creek Academy provides an online curriculum for each student to succeed through APEX Learning. The high quality digital curriculum empowers students, who are struggling to those

capable of accelerating their learning to have more control over their learning. This alternative setting option provides Deep creek Academy students with ownership over their learning. This allows student learning to be individualized as they can learn at their own pace and learning style. Apex is a standards-based curriculum that scaffolds and supports students to achieve grade level coursework.

Deep Creek Academy students have a variety of learning strategies and teachers are able to create personalized learning experiences to meet the diverse academic needs. Apex Learning presents concepts in different ways, including interactive activities and animated explanations to keep students engaged and motivated.

Students are given opportunities to check their understanding with worksheets, along with quizzes and unit tests to see how well they know the materials and where they need improvement. Teachers are able to track individual student progress and provide immediate intervention when needed.

C2.   To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

APEX is aligned to the California State Standards which gives all students the opportunity to use the credits they earn for a High School diploma or can be used for CSU or UC A-G admission requirements. However, many students at DCA are taking courses for credit recovery purposes. Teachers meet with individual students to discuss career/college goals and credits needed for graduation. Teachers use a variety of strategies in the classroom such as: cooperative learning, differentiated instruction, checking of understanding, student feedback, collaborations among students, game- based learning and real life experiences. A significant challenge for the staff at DCA is to consider is how to implement increased student engagement. Career Technical Education pathways do provide real world application of learning. Implementation of CTE pathways increase higher level thinking skills and engagement beyond the classroom, and provide real world application of knowledge for students.

STANDARDS-BASED STUDENT LEARNING: INSTRUCTION
Areas of <u>strength</u> for Standards-Based Learning: Instruction

- Teachers are making positive efforts to collaborate
- Teachers have a positive rapport with students
- Good communication between teacher, parent, student
- Goals are discussed with students and parents

Key Issues for Standards-Based Student Learning: Instruction

- Develop support systems that foster student learning
- Implement more oral language in all content areas to develop and support English Learners (Literacy)
- Continue to increase student engagement by connecting school or community based projects to classroom learning objectives

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Stakeholder interviews
- Observations

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1.   To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, and analyze student performance data?

The assessment process at Deep Creek Academy is currently in the development stage. The school is currently using the Apex course completion assessment system. When a student has completed a course, the student will access the unit final. The student must be present at school to access the final unit assessment. The assessments are part of the course aligned curriculum that is developed within the APEX program. The leadership team uses the data from the final unit assessment to align re-teaching that will occur following the assessment. Assessment data results are then analyzed and a study guide or more detailed intervention will be assigned per identified student need.

The use of formative assessments in the classroom to assess student learning was evident during classrooms observed. Students are provided with quizzes throughout the computer based curriculum that assesses how students are making progress towards student learning objectives. Formative assessments can also be used to measure student progress on the standards from daily assessments to larger assessments (2-3 weeks) prior to administering summative unit assessments. Developing a system to collect formative student assessment data can provide increased focus on which standards need greater emphasis. This information can be a valuable asset for teachers in using this data to close the standards-based student achievement gap prior to administering summative assessments.

D2.   To what extent do teachers employ a variety of strategies to evaluate student learning?

The extent that Deep Creek Academy teachers employ a variety of strategies to evaluate student learning. The team conducts one-on-one student interviews daily to assess student progress. The one-on-one interviews are teacher lead and consist of the student and the teacher. The teacher reviews all course work and informs the student of daily progress on the continued goal of graduation.   The team allows for weekly meetings to discuss strategies that may be utilized to address student needs then forming plans to address areas of concern when success is not being met. Individual instruction is implemented with direct correlated instruction for each individual student need. The PLC process continues to provide teachers with opportunities to focus on the student learning process and assessment.

D3. To what extent do students and teachers use assessment results to enhance the   improvement of student achievement?

The extent of Deep Creek Academy teachers using the assessment results to increase student achievement is currently undergoing a transition. While the school has developed a solid foundation in which to further develop a comprehensive assessment system. The process only seems to be utilized for implementation of Apex unit assessments. The staff was unable to articulate how they are using formative assessments to drive student achievement. Particularly,

how these formative assessment results are being used systematically to address student learning and close the achievement gap. Utilizing other forms of assessment data can provide school leadership with additional information for addressing the achievement gap.

Areas of <u>strength</u> for Standards-Based Student Learning: Assessment and Accountability:
- All teachers have access to systems that allow for collection, disaggregation and analysis of student performance data
- Student information is accessible to all stakeholders via Aeries
- APEX System is used to analyze data
- Assessment results are communicated to both parents and students through a variety of difference means (i.e. Aeries, parent information nights)

<u>Key issues</u> for Standards-Based Student Learning: Assessment and Accountability
- Student performance data is available, and staff need more training on accessing and analyzing this data
- Increase collaboration time to analyze both formative and summative assessment data to expand and share best practices
- Refine and increase the implementation data analysis to drive student achievement
- Utilize and implement accessible tutorials for student success

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:
- Final exam results
- Aeries/APEX reports
- Data Dives

CATEGORY E. SCHOOL <u>CULTURE</u> AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1.   To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

DCA employs a range of strategies to encourage community and parental involvement. DCA has an ELAC and School Site Council that provides input for the Single School Plan and the School Safety Plan development. Parents participate in IEP team meetings for any student with disabilities. Parents are encouraged to be part of a 504 team as well for those students with accommodations. Parent participation is required for every student's initial enrollment meeting and graduation plan development. Parents receive consistent updates each time a student completes a course towards graduation. Transcripts and graduation status reports are shared with parents to show student progress. The school has partnered with the Department of Rehabilitation for work internships. Local businesses in the area donate to the school for incentives, rewards and prizes.

E2.   To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust,

professionalism, high expectations for all students, and a focus on continuous school improvement?

The staff at DCA has set a tone of mutual respect and personal responsibility. The school staff is participating in Tier 1 Positive Behavioral Interventions and Supports (PBIS) training and implementation. PBIS promotes a school wide culture to support social behavior which is central to reducing problem behaviors, improved perception of safety, and most importantly increased academic performance. Students take pride in their campus. Students are made aware of instructional materials and resources available to them and how to access them. Students have a handbook that outlines expectation and policies of the campus and the staff holds students accountable these policies to ensure school safety. Farmersville Police Department supplies two school resource officers to support districtwide school safety. Probation Officers visit the campus to check-in on students who are on their caseload.

The principal of the DCA has a good relationship with the police and other services in the area. This provides the campus with security when needed. DCA has a Campus Aide who is on site from 7:45am-2:15pm. Their job is to monitor students, de-escalate inappropriate/aggressive behavior, address inappropriate language, address dress code violators, supervise break/lunch, and assist student engagement in the classroom by opening components on Apex when teachers are with other students. Both the Campus Aide and the Principal are CPI trained (Crisis Prevention Intervention) which trains staff on how to de-escalate and prevent crisis situations with students. The School Safety Plan outlines processes and procedures of emergency situations. Emergency Drill Procedures are provided to staff at the beginning of every year. Drills are scheduled to address emergency situations such as Fire, Earthquake, and Lockdown. All of these elements work together to create a safe school, clean and orderly place that nurtures a culture of trust and learning.

E3.   To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

Teachers communicate to parents when their student is struggling and take time to get student assistance in academics or social-emotional support activities. The school Principal / Counselor provides guidance and a strong system of support through RTI and PBIS. Turning Point provides additional services for students and families in need of intensive social emotional support. Teachers also communicate with parents in a timely and effective manner. There is a need to increase social emotional support opportunities for DCA students, particularly with a focus on meeting the needs of at-risk students. Additionally, one important area is to consider is develop Career Technical Education opportunities and partnerships for DCA students in the community. This will increase student efficacy and post-secondary opportunities for students.

CATEGORY E: SCHOOL <u>CULTURE</u> AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of <u>strength</u> for School Culture and Support for Student Personal and Academic Growth:
- DCA provides opportunities for parents to become involved at DCA
- The staff promotes PBIS as a resource to improve school culture
- Students are provided with academic support to supplement Apex lessons in the classroom.

<u>Key issues</u> for School Culture and Support for Student Personal and Academic Growth:
- Expand social emotional support for at-risk students

- Provide career technical education partnerships for students to participate in the community
- Continue to refine and implement PBIS schoolwide systems to support student needs.
- Develop additional parent involvement and participation opportunities

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:
- School Website
- Staff interviews
- Classroom Observations
- WASC Self-Study Report

Part B: Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up

Schoolwide <u>Areas of</u> <u>Strength</u>:
1. Teachers are implementing a standards-based curriculum and assessments (Apex)
2. Parents and students are consistently updated regarding student academic progress and graduation status
3. Students are provided with academic support to supplement Apex lessons
4. The school is implementing PBIS systems of support for social emotional learning

Schoolwide <u>Critical Areas</u> for Follow-Up:
1. Develop and implement academic support systems and resources that foster student learning and literacy (English Learners)
2. Implement Career Technical Education programs and community partnerships to increase student engagement and provide post-secondary student options
3. Expand knowledge and skills on the use of formative and summative assessment data to drive student achievement
4. Continue to implement school wide PBIS social emotional support systems

CSI Budget Recommendations:

1. Provide CSI funding to develop a data dashboard monitoring system
2. Provide CSI funding to develop and implement academic and social emotional student interventions
3. Provide CSI / LCAP funding to address resource inequities (CTE,SEL, EL Support, and Chemical Dependent Programs)

# Comprehensive Support and Improvement (CSI)

Deep Creek Academy Dashboard Overview

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Red	Red	Red	None	None
English Learners	None	None	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Red	Red	Red	None	None
Students with Disabilities	None	None	None	None	None	None
African American	None	None	None	None	None	None
Hispanic	None	Red	Red	Red	None	None
White	None	None	None	None	None	None

| Student Group Red Performance Categories	Student Group Orange Performance Categories	Qualifying Indicators & Priority Areas
SP4: Pupil Achievement, College/Career ● All ● SED ● Hispanic **SP5: Pupil Engagement, Graduation Rate** ● All ● SED ● Hispanic **SP6: School Climate, Suspension** ● All ● SED ● Hispanic	N/A	**Criteria for CSI Eligibility** **Criteria for which school qualified** ● Schools with all red and orange indicators **Indicators:** ● College/Career – Red ● Graduation Rate -Red ● Suspension Rate - Red **Priority Areas:** ● SP4: Pupil Achievement ● SP5: Pupil Engagement ● SP6: School Climate

Graduation Rate By Year

Percentage of students who received a high school diploma within four or five years of entering ninth grade or complete their graduation requirements at an alternative school.

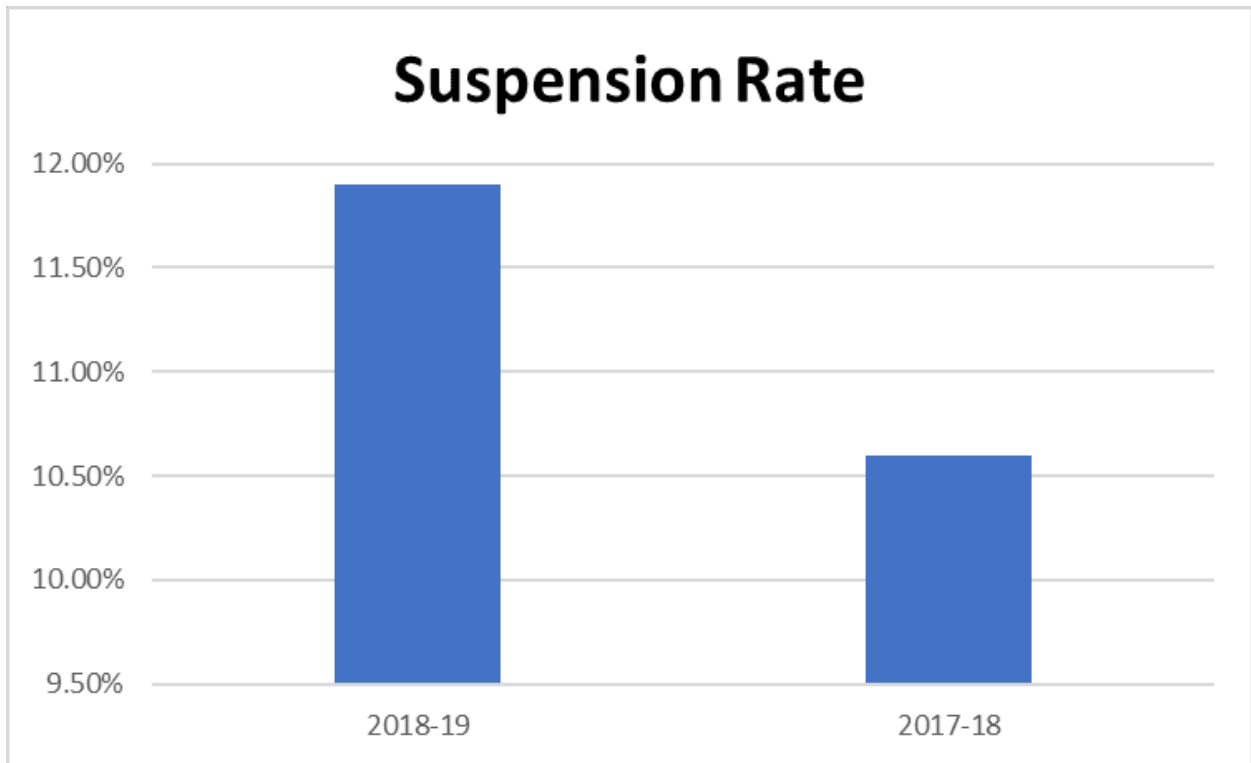100%

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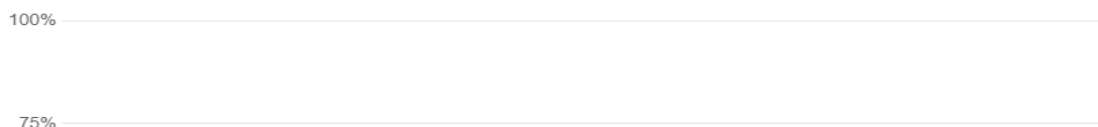
Chronic Absenteeism Rate

Deep Creek Academy Report

| Academic Year	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic absenteeism Rate
2018-19	79	79	78	98.73%
2017-18	81	81	79	97.53%
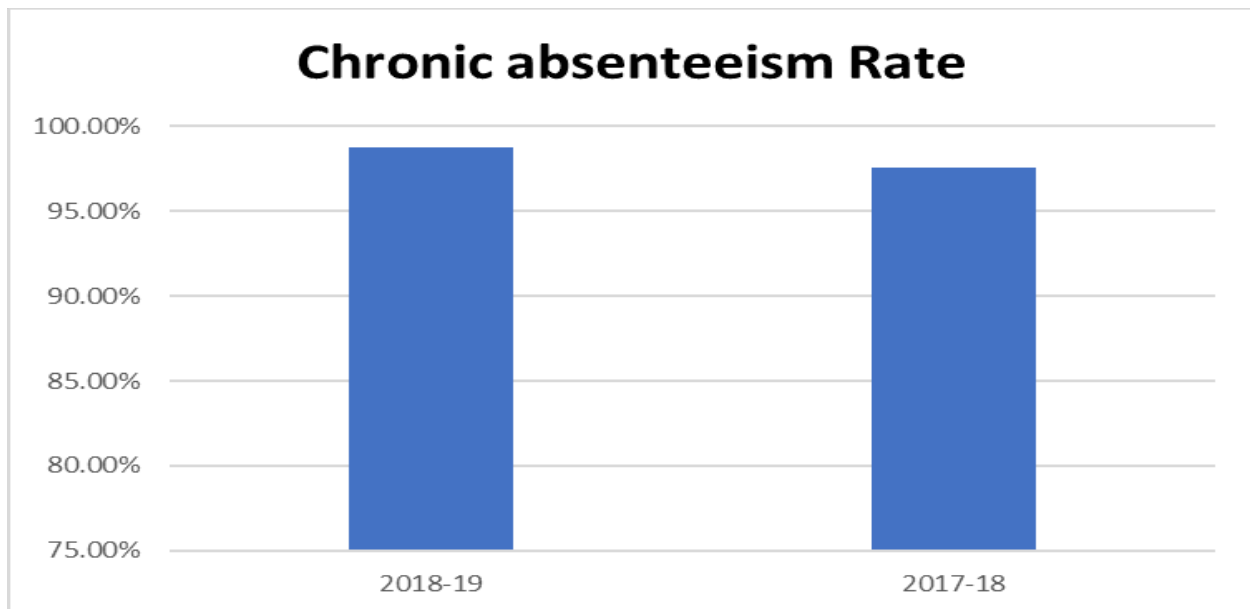
Suspension Rate
Deep Creek Academy Report

Academic Year	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
2018-19	84	14	10	11.9%	50%	50%
2017-18	66	7	7	10.6%	100%	0%

ENGLISH LANGUAGE ARTS/LITERACY CAASPP Results

Deep Creek Academy

Achievement Level	11th Grade 2018		11th Grade 2019	
Standard Not Met: Level 1	18	75%	7	70%
Standard Nearly Met: Level 2	6	25%	2	20%
Standard Met: Level 3	0	0%	1	10%
Standard Exceeded: Level 4	0	0%	0	0%
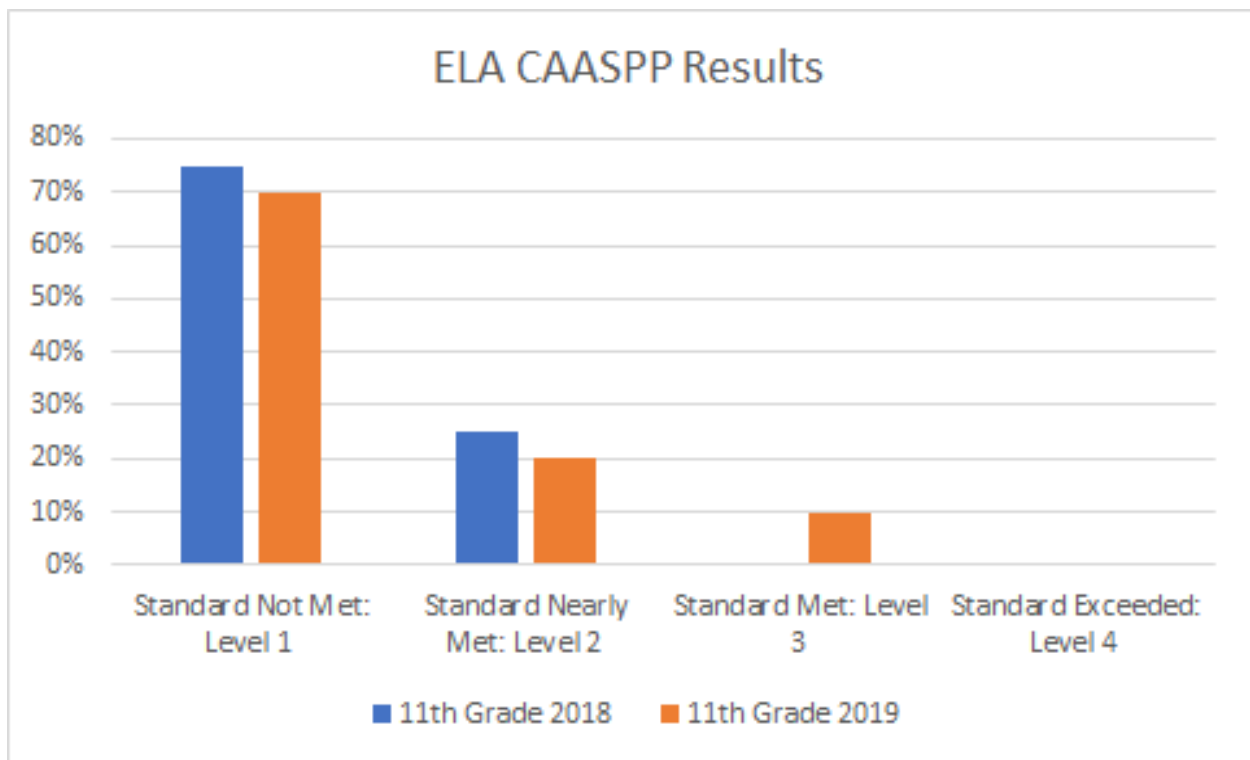
MATHEMATICS CAASPP Results

Deep Creek Academy

Achievement Level	11th Grade 2018		11th Grade 2019	
Standard Not Met: Level 1	22	95.7%	11	100%
Standard Nearly Met: Level 2	1	4.3%	0	0%
Standard Met: Level 3	0	0%	0	0%
Standard Exceeded: Level 4	0	0%	0	0%