



**MARYSVILLE CHARTER ACADEMY FOR THE ARTS
SELF-STUDY REPORT**

**1917 B Street
Marysville, CA 95901**

Marysville Joint Unified School District

March 20-22, 2017

**ACS WASC/CDE Focus on Learning Accreditation Manual,
2016 Edition**

TABLE OF CONTENTS

Preface	3
Staff Information	4
Chapter I: Student/Community Profile and Supporting Data and Findings	7
Chapter II: Progress Report	20
Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress	27
Chapter IV: Self-Study Findings	30
A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources	30
B: Standards-based Student Learning: Curriculum	57
C: Standards-based Student Learning: Instruction	69
D: Standards-based Student Learning: Assessment and Accountability	86
E: School Culture and Support for Student Personal and Academic Growth	104
Prioritized Areas of Growth Needs from Categories A through E	123
Chapter V: School-wide Action Plan	125
Appendices	132

Preface

The Marysville Charter Academy for the Arts (MCAA) began the current WASC self-study process in the spring semester of 2016. Even before embarking on the WASC self-study endeavor, though, the school had already begun the process of developing completely new and more effective Mission and Vision Statements. The two processes overlapped making each more powerful and meaningful. The **process** of developing new Vision and Mission Statements helped the stakeholders understand school needs and apply the “**continuous cycle of improvement**” and **value of collaboration**.

To begin the WASC self-study process, the school’s staff was divided into home groups and focus groups. The home groups consist of six groups. They are: mathematics, English, science, social science, the arts, and classified staff, which also includes our counselor. For the focus groups, the groups addressing curriculum and instruction were made up entirely of teaching staff. The focus groups addressing assessment and school culture added a parent and a leadership student. As much as possible, the focus groups from the areas of curriculum, instruction, and assessment contained a teacher from each subject area (English, math, science, social science, and the arts). The organization focus group consisted of administration, classified staff, and staff.

Each focus group began by determining their understanding of each criterion and prompt in their corresponding category. From there, they gathered data, interviewed stakeholders, and met with members of home groups in order to answer the prompts as accurately as possible. Likewise, the home groups gathered data and evidence they thought would be helpful to the focus groups and returned this data and evidence to the focus groups. In addition, each department worked together to determine how students are assessed in achieving the Schoolwide Student Goals and how well they are achieving them.

Staff members collaborated during staff meeting time, after school meetings, and Teacher Work Day time, and during the school day using substitute staff. MCAA utilized, for example, substitute staff in order to provide two focus groups or two home groups a half day each in order to work on the self-study.

After the initial draft, the Self-Study Coordinator provided feedback to each group, and the group members made modifications. On November 30, 2016, the WASC chair visited with members of each focus group in order to discuss, and when necessary, investigate further and modify their responses within Chapter 4 of the Self-Study.

Staff members devised an action plan using the school’s Single Plan for Student Achievement (SPSA) and Vision Action Plan so that all areas of growth were addressed, timelines established, and monitoring and review responsibilities assigned. The School Site Council, the school’s leadership team, and student leadership discussed and approved the SPSA and Vision Action Plan to ensure agreement and the capacity to implement and achieve all goals.

**Marysville Charter Academy for the Arts
2016-2017 Staff Information**

Administration

Tim Malone	Principal
Christy Spade	Counselor

Certificated Staff

Kendra Barrera	English, Careers, Study Skills
Zenobia Brown	Vocal and Instrumental Music
Todd De Vlaming	Mathematics
Cierra Dornfeld	English, Visual Arts, Study Skills
Christine Duckels	Spanish
Emily Ellsmore	Science
Alisan Hastey	Vocal and Instrumental Music
Rebekah Hood-Sava	Instrumental Music, Songwriting/Music Theory
George Land	Mathematics
Wendy Marks	Performing Arts, Study Skills
Valeri Mathews	Science, Health
Dallas McBride	Mathematics
Nikki McDaid-Morgan	English, Performing Arts
Doreen McDowell	Science, Graphic Arts, Yearbook/Newspaper
Matthew Plummer	Instrumental Music
Vanessa Ramirez	English, Creative Writing
Daniel Tejada	History/Social Science, Study Skills, ASB
Glen Weisgerber	Visual Arts, Photography, Video Animation/Editing
Larry Yocum	History/Social Science

Contracted Employees

Yuko McWhorter	Piano Class Assistant
John Pimentel	Technology Support, Self-Study Coordinator
Shalisa Schargus	Jazz Dance, Ballet, Tap Dance, Yoga/Pilates Teacher
Richard Valentini	Mathematics Tutor
Kristin Vander Ploeg	Dance Class Assistant
Robert Vander Ploeg	Martial Arts (Kuk Sool Won) Teacher

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

Classified Staff

Brenda Brown	Attendance and Counseling Secretary
Gabriel Coomes	Campus Security
Marilyn DeBoard	Para Educator
Paul Vang	Custodian
Bonny Vipperman	Principal and School Secretary

Contracted Support Staff

Scott Adrian	School Psychologist (MJUSD)
Liz Cooper	VI Program Coordinator (YCOE)
Caridad Ramirez	VI Para Educator (YCOE)
Steve Vernier	IEP Case Manager (MJUSD)

Leadership Team

Tim Malone, Principal
Todd De Vlaming, Mathematics
Cierra Dornfeld, English, Visual Arts
Wendie Marks, Performing Arts
Doreen McDowell, Science
Vanessa Ramirez, English
Daniel Tejada, History/Social Science, ASB
Glen Weisgerber, Visual Arts
Bonny Vipperman, Classified Staff

WASC Focus Groups

Category A: Organization

Tim Malone, Chair
Bonny Vipperman
Valeri Mathews
Rebekah Hood-Sava
Alisan Hastey
John Pimentel

Category B: Curriculum

Vanessa Ramirez, Chair
Nikki McDaid-Morgan
Dallas McBride
Emily Ellsmore

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

Larry Yocum
Kristin Vander Ploeg

Category C: Instruction

Doreen McDowell, Chair
Glen Weisgerber
George Land
Matt Plummer
Wendie Marks
Shalisa Schargus

Category D: Assessment

Todd De Vlaming, Chair
Christine Duckels
Cierra Dornfeld
Kendra Barrera
Pippa Fuschich, Student
Linda Summers, Parent

Category E: School Culture and Support

Daniel Tejada, Chair
Brenda Brown
Christy Spade
Gabriel Coomes
Zenobia Brown
Robert Vander Ploeg
Kimi DeCamp, Student
Ray Kinner, Parent



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

The Marysville Charter Academy for the Arts (MCAA) is a seventh through twelfth grade, site-based school currently in its seventeenth year of operation. MCAA's primary Mission (Achieving Excellence through Collaboration and the Arts) is to integrate the creative arts throughout the core curriculum. The Academy accomplishes this Mission by providing students with a college-preparatory curriculum that is infused with artistic themes and activities. In addition, students are offered specialized performing and fine arts classes in music, dance, drama, painting, drawing, writing, and multimedia.

The school's charter is sanctioned and regulated by the Marysville Joint Unified School District (MJUSD). The Academy enjoys a close relationship with MJUSD functioning for all intents and purposes as a school within the district. The Trustees for the MJUSD act as the governing board for the Academy.

The Marysville Charter Academy for the Arts (MCAA) is located in downtown Marysville, a rural, northern California borough with a population of just over 10,000 inhabitants. The Academy's classrooms are located primarily on a landscaped campus built in 2008 as a temporary facility for MCAA near Marysville High School and the central offices for the Marysville Joint Unified School District. MCAA also uses one classroom on the Marysville

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

High campus and two more at the nearby Marysville Youth and Community Center. The Academy serves students living in Marysville, Yuba City, and throughout Yuba, Sutter, and Colusa counties. In its first seventeen years of existence, the Academy has established a strong record of high academic standards, distinction in college-preparatory education, and excellence in artistic performance. MCAA has been twice recognized as a California Distinguished School (2006-2011, 2013-2018), nominated as a National Blue Ribbon School of Excellence (2007), and acknowledged as a best high school in the nation (bronze level 2008-2013, 2015, silver level 2014 and 2016) by the *U.S. News and World Report*. The school's fine and performing arts programs have achieved regional, national, and even international recognition. In addition, Academy graduates have begun to make significant contributions in their artistic and professional careers.

The Academy is a school of choice and is open to all students who go through the application and orientation process. The students, parents, and staff form a community of individuals identified primarily by their common goals of intellectual advancement and development of artistic and creative talents. It is the belief of the school that small class sizes and an overall small school size allow students greater opportunities to achieve their academic and artistic goals within a supportive community. Therefore, MCAA strives to maintain an average class size of no more than 25 students to one teacher. The Marysville Charter Academy for the Arts intends to remain a small school in total enrollment with an intended maximum capacity of 400 students.

As MCAA enters its seventeenth year (2016-2017), its current enrollment is 382 students with about 41 percent of students enrolled in grades seven and eight, and the remaining 59 percent enrolled in grades nine through twelve. California Basic Education Data System (CBEDS) data for 2015-16 (below) highlights the diversity of the Academy's student population.

	Total Enrollment	White (non Hispanic)	Asian Amer.	Hispanic /Latino	Native American	African Amer.	Multiple Ethnicities
2015-16 CBEDS	374	45%	5%	36%	3%	2%	9%

There were 14 students (4 percent) classified as English Learners (EL) at MCAA in 2015-16. According to the data, 75 students (20 percent) had been redesignated Fully English Proficient (FEP) with one (13 percent of ELs) student redesignated as FEP in the 2015-16 school year.

In 2015-16, approximately 45 percent of the students were identified as socio-economically disadvantaged (SED). The school does not currently receive any Title I funds to specifically serve its SED students. The school's location makes it accessible to students from Sutter and Colusa counties as well as Yuba. Approximately 30 percent of the students come from outside

of MJUSD.

Enrollment

Enrollment at MCAA has remained stable over the past five years, primarily because of the previous inability to add new classrooms due to the challenging economic environment. Enrollment, according to CBEDS data, was 377 in 2013-14, 374 in 2014-15 and 376 in 2015-16. Generally there were waiting lists for grades seven and eight during these years which might have been eliminated with additional facilities. To address this issue, MCAA added two new classrooms during the summer of 2016. Enrollment has grown to 382 this year and should be able to grow to the target of 400 students over the next couple of school years.

Attendance

Attendance rates for the Academy have remained constant at 97 percent and above for 2013-2016. MCAA consistently has the highest actual attendance rate of any site-based secondary school in the Marysville Joint Unified School District. MJUSD was recently recognized by the California Department of Education for some of the highest attendance rates in the entire state.

Special Needs Students and English Language Learners

While MCAA does not serve a large special needs population (currently 11 students who have IEP or 504 plans), it is committed to providing the highest quality of service to any student who requires additional assistance. The Academy works closely with the Pupil Services Department of the Marysville Joint Unified School District and Yuba County Office of Education to develop and deliver the services and academic accommodations required by its special needs population. MCAA students in grades 9-12 can take special education classes and/or appropriate level classes at Marysville High School. The Academy currently has three part time special education instructional assistants and a retired special education teacher serving students with IEP's and 504 plans on site. For the 2016-17 school year, the district is providing an Resource Specialist Program (RSP) teacher as a case manager. In previous years when MCAA had a larger special needs population, a ¾ RSP teacher was provided by the district.

MCAA also effectively manages a small population of English Learners (EL) each year (currently 16). Identified students are tested each year using the California English Language Development Test (CEDLT) by district staff. Students are served appropriately in classes that combine English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) by properly certificated staff. The redesignation of EL students to fully English proficient (R-FEP) follows district guidelines and generally occurs within the first two to three years of enrollment at MCAA.

Suspension and Truancy

MCAA's very low suspension, expulsion, and truancy rates (see table below) are one of the clear benefits of a small school and the reinforcement of good citizenship among the students. Good citizenship and positive choices at MCAA are also fostered by the relatively small class sizes and the ability of each teacher to connect with students in a non-threatening environment. As a school of choice, MCAA's supportive environment encourages and facilitates both good behavior and academic proficiency. MCAA strives to be proactive in minimizing the potential for any student to be suspended through the use of a peer counseling program (SWAT - Students Who Are There), an active Associated Student Body organization, and a wide variety of clubs and other opportunities for student engagement.

	Suspensions	Expulsions	Truancy Rate
2012-13	11 (.027%)	1 (.002%)	.058%
2013-14	12 (.029%)	0	.062%
2014-15	11 (.026%)	0	.057%

Graduation and Dropout Rates

Cohort graduation and dropout rates have been consistent for all students and subgroups. In addition, the percentage of graduates completing all requirements for UC and CSU admission has been gradually increasing each year. There was a slight drop off with the class of 2016 to 48 percent completion of all requirements. The administration expects 70 percent of the class of 2017 to meet the UC/CSU requirements.

	Dropout Rate	Graduation Rate	Graduates Completing all UC/CSU Requirements
2012-13	0%	98%	50%
2013-14	0%	100%	59.1%
2014-15	0%	100%	73.2%
2015-16	Data not available	Data not available	48%

Staffing

The principal, with the support of a full time administrative secretary, counseling and attendance secretary, campus supervisor, and a full time guidance counselor, directs the daily operations of the school. A full-time staff of seventeen and a part-time staff of seven facilitate student growth and development. Eighteen members of the entire staff are female and eleven are male. Three staff members are Hispanic/Latino, one is Native American, two are African/American, one is Asian, and the other twenty-two are Caucasian. Eleven of the staff members have been at the Academy for five or more years. There are four new staff members this year (all highly qualified and teaching within their certification): a full time English and musical theater teacher, a full time English and careers teacher, a full time mathematics teacher, and a full time science teacher. All certificated teachers are Crosscultural, Language and Academic Development (CLAD) or Specially Designed Academic Instruction in English (SDAIE) qualified.

Staff Development

At the Marysville Charter Academy for the Arts (MCAA) and in the Marysville Joint Unified School District there are three ways staff development occurs. At the district level, the Director of Curriculum and Instruction coordinates district-wide and departmental professional development. The district provides four days of professional development in a variety of curriculum and instructional methodology each year for all staff. These days are voluntary, and staff members are paid a stipend for participating. This year, these days are focused on continuing the transition to Common Core standards, data analysis, common benchmark testing refinement, and classroom technology integration.

The 2016-2017 school year calendar also includes three days (August 15, October 10, March 13) as site-based teacher workdays and as opportunities for professional development and collaboration. MCAA staff is using these days this year primarily for Vision and Mission work as well WASC Focus and Home Group activities.

The third way staff development occurs at MCAA is through monthly Staff Planning Days, Ninth Block Days (formerly Project Days), and release time for staff. MCAA has considerably increased the amount of time available for staff members to collaborate and participate in training and professional development through these means in the last three years. Staff Planning Days are held at least once a month, but now all Staff Planning Days include time for entire staff, vertical, and horizontal collaboration. Ninth Block Days are scheduled twice each week and include collaboration time for individual departments or planning teams. Release time for individual staff or departmental groups to collaborate, train, or plan during the school day is provided, on average, at least eight days per month. In addition, mathematics staff are provided with extra-duty pay for after school collaboration time.

School Safety, Cleanliness, and Facilities

The Marysville Charter Academy for the Arts is committed to maintain a safe and orderly environment for all students and staff. Our school has a comprehensive Safe School Plan that is evaluated and updated on an annual basis by the School Site Council. All staff members at MCAA are provided with emergency procedures and information. Disaster drills (lockdown, fire, bomb threat) are practiced at least monthly to better prepare staff and students in the event of an emergency. Training and coordination with local law enforcement was provided this year for all staff in the “Catapult” emergency communication system. Bi-annual Safety Inspections by the principal and District Maintenance Department insure a compliant facility.

MCAA, with district assistance, has completed a number of facility upgrades in the last two years including the addition of: high definition security cameras that cover the entire campus, improved security lighting, a school-wide intercom system, energy-efficient windows and thermostats in classrooms and offices, and ADA compliant walkways and ramps.

MCAA employs a full time Campus Security Officer whose duties include: patrolling and monitoring the campus; supervising students who are assigned to a campus detention; assisting the principal to investigate student discipline incidents; counseling and mentoring students; coordinating the SWAT peer mentoring program; and maintaining a positive relationship with students, staff, parents, and the community at large. Our Campus Security Officer also works closely with the security staff at Marysville High School.

Co-Curricular Activities

MCAA offers a wide variety of co-curricular and extracurricular fine and performing arts, sports, and club activities for its students. Almost all of the performing arts classes include public recitals and productions as part of the curriculum. Students taking fine and digital arts classes exhibit their work and participate in local, regional, and statewide contests. Our graphic arts students create all of the posters, programs, and flyers for school productions and activities. Our creative writing students submit their work to a variety of publications, produce a performance of student-written and -directed one-act plays, and create a school-wide magazine on a semi-annual basis. The school has an active Athletics Club that sponsors intramural competitions in soccer, flag football, and volleyball. MCAA hosts a dozen different active student organizations including the Film/Photo/Video Club, Art/Thespian/Tech Club, Chess Club, Environmental Club, Gay Straight Alliance, Multicultural Club, Excel Club, Poetry/Book Club, and Prayer Club. The Associated Student Body (ASB), leadership class, and SWAT groups organize numerous dances, spirit, and fundraising activities throughout the school year, as well.

Technology

Student and staff access to technology has been a critical component of success at MCAA since its formation fifteen years ago. Even during times of severe budget constraints like those in recent history, the school with the assistance of parent and community fundraisers and

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

district support has been able to maintain an excellent student-to-computer ratio and access to the digital media tools that students need to be ready for careers in the 21st century. The student-to-computer ratio and the ratio of students to the availability of Internet-connected computers have improved to one student to one computer over the last three years. Fortunately, we have been able to add ten rolling carts each with 30 Chromebooks, in addition to replacing desktop computers and upgrading the digital art labs. MCAA has also been able to add Smartboards and associated teaching tools to many classrooms. The Marysville Joint Unified School District provides and maintains the student data system (Aeries), the student assessment data system (Illuminate), school and teacher web sites, and the district-wide network (e-mail, Internet access and filtering, etc.). “Aeries.net” offers parents and students the ability to view teacher grade books and assignments, student attendance, grade records, and high school transcripts.

Financial Data

MCAA is a direct-funded charter school and as such receives 100 percent of its ADA, Charter Block Grant, and Lottery funding directly from the state. Working closely with the MJUSD Business Services Department each year, the MCAA principal develops a working budget based on anticipated enrollment, attendance, and revenues. By MOU, MCAA pays MJUSD 20 percent of its total revenues each year for all school services including transportation, special education, personnel, payroll, etc., that other schools in the district receive. Revenues and expenses are updated each year after P-2 and P-3 attendance reports are filed with the state. MCAA is audited annually and is in good financial status with no audit exceptions. Even with the last four challenging budget years, MCAA has no outstanding debts and maintains a reserve of four percent of its annual budget (currently \$137,000). MCAA currently receives no additional direct grant funds although it is the beneficiary of several district technology, curriculum, and professional development grants. MCAA is spending, on average, about \$8,000 per student in 2016-17.

School Status

The Marysville Charter Academy for the Arts is in excellent standing with its authorizing agency, the Marysville Joint Unified School District. MCAA has been in the state API target zone of 800 and above since 2006, so it is not in improvement status. Its current five-year charter term was renewed by the MJUSD Board of Trustees in May of 2014.

School-wide Student Goals

The Schoolwide Student Goals (SSGs), previously identified as the Expected Schoolwide Learning Results (ESLRs), are currently under full stakeholder review. MCAA’s current Schoolwide Student Goals, which are assessed at least annually in English and Fine and Performing Arts classes and through standardized testing, are:

Graduates of MCAA will be critical and independent thinkers who:

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

- Demonstrate proficiency in the academic content standards for English, mathematics, the sciences, and the social sciences
- Read critically and develop well-informed opinions
- Gather, analyze, and apply information appropriately
- Recognize their strengths and weaknesses and seek to develop them or seek appropriate means for improvement

Graduates of MCAA will be self-motivated, enthusiastic, lifelong learners who:

- Connect academic study to the world in which they live
- Prepare themselves for post secondary education and training
- Read and comprehend a wide range of texts, both literary and non-literary
- Demonstrate awareness of the different areas of study

Graduates of MCAA will be creative and expressive individuals who:

- Communicate effectively orally and in writing
- Demonstrate creativity in and knowledge of the fine and performing arts
- Use technology to improve communication
- Demonstrate proficiency in the Visual and Performing Arts content standards

Graduates of MCAA will be employable individuals, skillful at meeting the demands of life, who:

- Recognize quality work and are able to evaluate their own skills and those of others
- Exhibit initiative, responsibility, and self-discipline
- Practice time and stress management skills
- Use step-by-step problem solving skills in everyday life
- Establish realistic goals and plans to actualize them

Graduates of MCAA will be responsible members of the community who:

- Develop awareness, respect and support for individuals and a knowledge of diverse cultures
- Demonstrate the ability to work cooperatively and collaboratively with others
- Make equitable and substantial contributions to the community
- Demonstrate respect for the environment
- Exhibit civic responsibility by participating in volunteerism/community service

Summary of Achievement Data since last visit

California's assessment programs have been in transition the last three years. With criteria still being determined, Academic Performance Indexes (API) will not be calculated again until, at the earliest, the 2016-17 school year. Schools received the new **California Assessment of Student Performance and Progress (CAASPP)** assessment reports for the first time in the fall of 2015. Results for MCAA students comparing both the 2015 and 2016 scores are below.

2015 CAASPP English Language Arts	7th Grade	8th Grade	11th Grade
Met or Exceeded the Standard	53%	62%	88%
2015 CAASPP Mathematics			
Met or Exceeded the Standards	44%	34%	26%

2016 CAASPP English Language Arts	7th Grade	8th Grade	11th Grade
Met or Exceeded the Standard	66%	69%	82%
2016 CAASPP Mathematics			
Met or Exceeded the Standard	47%	44%	37%

Notably, every grade level improved sometimes as much as 11 percent (11th grade mathematics) in both English and mathematics. The one exception was 11th grade English that dropped from 88 percent meeting or exceeding the standard to a still very respectable 82 percent.

Even though the mathematics scores definitely are an area of concern, significantly, 37 percent of students overall, “nearly met” the mathematics standard in 2015-16 (43 percent met or exceeded, 20 percent did not meet the standard).

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

Significant subgroups (Economically Disadvantaged and Hispanic) scores were four to seven percent lower in both overall English and mathematics in 2015-16. The biggest gaps were in Hispanic 8th grade English (11 percent lower), Hispanic 8th grade mathematics (12 percent lower) and Hispanic 11th grade mathematics (11 percent lower). Interestingly, Hispanic 11th graders met or exceeded the English standard 7 percent higher (89 percent) than the overall 11th grade (82 percent).

While more than two years of data are needed to identify significant gaps, the initial results from the CAASPP indicate MCAA staff and students are adapting well to the new standards and tests and are headed in the right direction (charts and graphs of the complete 2016 CAASPP data are included in the Appendix).

MCAA gives the **California Standards Test (CST) for Science**, now part of the CAASPP, to grades eight and ten at MCAA. Results for MCAA students in the 2013-14, 2014-15, and 2015-16 years (see table below) show steady progress.

2014 Science CST	8th grade	10th Grade
Advanced or Proficient	93%	77%
2015 Science CST	8th grade	10th Grade
Advanced or Proficient	84%	84%
2016 Science CST	8th grade	10th Grade
Advanced or Proficient	97%	91%

The **California High School Exit Exam (CAHSEE)** was suspended beginning in the 2015-16 school year although MCAA tenth graders did very well with passing rates never falling below 95 percent on either the mathematics and English sections on their first attempt.

2013 CAHSEE (10th grade, passing on first attempt)	English 100%	Mathematics 98%
2014 CAHSEE (10th grade, passing on first attempt)	English 96%	Mathematics 95%

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

2015 CAHSEE (10th grade, passing on first attempt)	English 96%	Mathematics 96%
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MCAA staff work diligently preparing students to be ready to do college level work upon graduation. Five important indicators of college readiness are the **Scholastic Aptitude Test (SAT)**, the **American College Test (ACT)**, the **Preliminary Scholastic Aptitude Test (PSAT)**, **Advanced Placement (AP)** class enrollment and test results, and the **Early Assessment Program (EAP)**.

Results from MCAA students taking the **Scholastic Aptitude Test (SAT)** indicate a similar percentage of students taking the test each year and overall scores that are consistently above the district and state averages.

	Total Number Students Testing	Critical Reading Score	Mathematics Score	Writing Score	MCAA Average Total Score	CA Average Total Score	MJUSD Average Total Score
2013 SAT	31	536	528	521	1585	1489	1368
2014 SAT	39	504	491	496	1491	1487	1383
2015 SAT	33	501	494	484	1479	1473	1404

For MCAA students taking the **American College Test (ACT)**, the summary below shows that MCAA student scores have shown improvement each year and have been above the national and state averages every year except for the state average in 2013.

	MCAA Average Composite Score	CA Average Composite Score	National Average Composite Score
2013 ACT	21.6	22.2	20.09
2014 ACT	22.6	22.3	21.0
2015 ACT	22.9	22.5	21.0

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

MCAA 11th grade students are given the **Preliminary Scholastic Aptitude Test (PSAT)** that provides information on college readiness and can be an SAT score predictor. Results on the chart below indicate MCAA students scoring on average above the College Board's College and Career Readiness Benchmark for 11th graders in 2013 and 2014. In the fall of 2015, MCAA juniors took the newly redesigned PSAT. According to the data, 74 percent of MCAA students met the College Board's Benchmark for college readiness on both mathematics and reading/writing tests (97 percent reading/writing, 74 percent mathematics).

	Number of Students Tested	Average Composite Score (Reading, Mathematics, Writing)	College and Career Readiness Benchmark Composite Score
2013 PSAT	30	151	142
2014 PSAT	29	146	142
2015 PSAT (Redesigned)	36	1069	74% met benchmark for both reading/writing and mathematics

The number of MCAA students taking **Advanced Placement (AP)** classes has generally increased as well as the percentage of significant subgroups (socio-economically disadvantaged and Hispanic) in the classes.

	AP Total Enrollment	Students identified as SED or Hispanic	Exams Administered	Percentage of Students scoring 3 or better
2013-14 English Lit. Envir. Sci. Studio Art Calculus	50 students (34 individuals)	19 of the 34 56%	39	48%
2014-15 English Lang. Studio Art	22 students (20 individuals)	12 of the 20 60%	15	37.5%

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

Calculus				
2015-16 English Lit. Envir. Sci. Studio Art Calculus	29 students (25 individuals)	16 of the 25 64%	24	37.5%

AP staff are examining and revising curriculum and instructional methodology with the intent of improving the number of students taking and passing the exams with a score of 3 or better.

Finally, the **Early Assessment Program (EAP)** is another important indicator of a student's readiness for success at college. Given to 11th graders in English and mathematics, the results also help determine rigor in the school's academic programs.

	Ready or Conditionally Ready for College Level English	Ready or Conditionally Ready for College Level Mathematics
2014	58%	42%
2015 (11th Grade CAASPP)	88%	26%
2016 (11th Grade CAASPP)	82%	37%

MCAA's English and mathematics departments have been transitioning to the new Common Core standards and materials and feel confident that when the classes, materials, and teaching strategies are fully implemented, readiness for college level English and mathematics as measured by the EAP will continue to improve.



Chapter II: Progress Report

Progress Report Since The Last Full Self-Study (April 2011)

In March of 2014, the Chair and one member of the original committee from the last full visit in April of 2011 conducted a one-day Mid-Term Visit. **The Mid-Term Visiting Committee's Report summarized MCAA's progress regarding five critical areas for follow-up:**

1. MCAA needs to not only continue ongoing data analysis but also increase the relationship between analysis results and programmatic changes (data driven changes). Particular areas to focus on include but are not limited to:

- **School-wide measurement of SSGs to ensure all students achieve all SSGs**
- **Instructional and curricular adjustments for all subgroups and at-risk students**
- **Honing programmatic offerings with an eye to rigor and long-term effectiveness**
- **Resource allocation and efficiency, including materials, time, space for students and staff**

- **Guiding collaboration and cross-curricular integration**
- **Targeting appropriate subgroups in recruitment of students as well as parental involvement**

“The entire staff has taken the critical areas for follow-up in a very professional manner. Within each area, goals have been established to ensure minor steps are being accomplished so that these multiple actions help to reach the goal in the critical area of concern. Additional collaboration time and professional development has made a difference in achievement for the very diverse student body. Ongoing efforts are being made by the principal and staff to involve Spanish-speaking parents with school activities along with site council functions. The additional actions and efforts have resulted in an overall increase of 31 points in MCAA’s Academic Performance Index. Student attendance stands above the 95 percent rate.”

2. Continue to analyze the Vision Statement to ensure it is at the conscious level of students, parents, and staff. The commitment to provide students with 21st century skills is a driving force behind constant review of the Vision and Mission Statements and student learner goals. Whole-staff collaboration may refine the Vision of the school, help develop Mission Statements and clarify such endeavors with parents, community members, and students. The Vision and Mission Statements should be analyzed very carefully, with the involvement of all stakeholders, for the purpose of measurability, understanding, and meaningfulness. Clarification of the differences between the Vision and Mission Statements should be analyzed with the Vision Statement becoming easily at the forefront of every stakeholder.

“Review and possible reVision of the Vision and Mission Statements is currently in progress under the guidance of a professional facilitator. SSGs are currently being analyzed for the purpose of better overall measurability.

Scope and sequence for all visual and performing arts programs have been assessed for alignment with frameworks and standards. Student self-evaluations of achievements with the SSGs have improved student learning. Graduate and post-graduate surveys have provided valuable information for staff to use during collaboration sessions.”

3. Analyze and develop comprehensive “Plans-of-Action” which directly correspond to the Critical Areas for Growth. Each Action Plan should be constructed in a cooperative manner by staff, teacher, administration, and parent representation.

“The entire school community has utilized the comprehensive “Plans of Action” to develop ongoing learning strategies which have resulted in more counseling services for students and improved instructional techniques leading to student academic improvement.

There has been an increase in the number of seniors completing the UC A-G requirements, from 35 percent in 2011 to 50 percent in 2013. The percentage of students accepted to 4-year colleges has grown from 38 percent in 2011 to 48 percent in 2013.”

4. MCAA has a rigorous academic and arts program that requires facilities to support the learning outcomes of these highly specialized programs. MCAA needs to continue to work with district and community partners to develop short-term and long-term strategic plans to meet the facility-related needs of its programs. This is a critical need to ensure the long-term viability, sustainability, and quality of its programs. The Committee recognized that they wrote the report in a year when California’s economic situation put serious constraints on public schools. However, without planning and steps towards improving the facility issues for its programs, it would be inadvisable at the time of re-accreditation not to have made significant short-term improvements. Additionally, viable plans should be in place for long-term permanent improvements to the facility-related needs of MCAA.

“There have been indications showing improvement in learning facilities along with landscape during the last three years. Two classrooms have been added to the school within the last three years. Plumbing is being added to two, possibly three of the portables so that they can be used for lab science classes. Staff still lacks a dedicated workroom in which to collaborate, conference, and enjoy the camaraderie of fellow educators at lunch. Plans are being pursued to submit an application for a “Charter School Facility Grant” along with the possibility of finding a partner with school funding to build a new school/community performing arts theater.

The visiting WASC chair recommends pursuit of funding from the Gates Foundation to support the unique learning characteristics of MCAA.”

5. Teacher collaboration is an essential growth area for MCAA. The staff need to assess the scope and sequence of school programs to ensure MCAA is following the state frameworks and standards in all program areas, specifically visual and performing arts. Collaboration of staff on the integration of VAPA standards into the core curriculum will enable students to start at an introductory level and progress toward ever more rigorous standards. Staff collaboration time will allow staff the opportunity for vertical and horizontal teaming to articulate both the core and VAPA curriculums and determine student outcomes.

“There are strong indications showing the additional collaboration time, professional development opportunities and a commitment to developing action plans for each critical area has improved the overall success of MCAA. The dedication of the entire staff and the commitment of the Marysville Joint Unified School District has resulted in improvement in student learning while following the state standards.”

Progress Report Since the Mid-Term Visit (March 2014)

The Mid-Term Visiting Committee identified five critical areas for follow-up. A current progress report follows each critical area below.

1. Continue to evaluate the previous Critical Areas for Follow-up as a constant means of evaluating current programs to ensure improvement in student achievement is occurring. The Committee recommends that the entire staff continue to participate in effective problem-solving endeavors, using up-to-date assessment data, when analyzing future decisions affecting the advancement of student learning.

Since the Mid-Term Visit in 2014, MCAA has redoubled its efforts to increase time for data analysis, collaboration, and professional development for all staff members. As reflected in the school's Local Control Accountability Plan (LCAP) and Single Plan for Student Achievement (SPSA), the specific goals, plans of action, and targeted funding validate these efforts.

Goal 1 from the LCAP states, "MCAA will provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems that meet the needs of targeted population." Actions to meet this goal include: 1) continuing to support the implementation of Common Core instruction through materials and professional development opportunities; and 2) sending staff to professional development opportunities to deepen their knowledge of effective Common Core instruction and effective instructional strategies. MCAA has been and continues to implement these actions.

Goal 2 from the SPSA states, "MCAA will continue additional teacher collaboration time of approximately 45 minutes each month and provide professional development for the teaching staff in order to improve student achievement, as measured by the CCSS, CAHSEE, AP Exams, and projects and performances that utilize rubrics in the arts." Actions to meet Goal 2 include: 1) continuing to disaggregate data and plan accordingly at monthly collaboration meetings; 2) Ninth Block collaboration time, approximately eight days per month, allowing collaboration for one department each time. This also allows for cross-curricular collaboration; 3) using Substitute staff to provide additional collaboration time beyond monthly staff meetings and Ninth Blocks; 4) a district curriculum specialist helping with benchmark data, instruction, and collaboration; 5) professional development for staff (developing and implementing a plan to include project-based learning, curriculum integration, arts education, AP development, quality instruction, professional communities, and Illuminate); and 6) developing and implementing a plan to review, create, and refine assessments and assessment methods for the fine and performing arts. This includes

portfolios, culminating projects, and the Career (Professional) Pathways Program. All of these actions are in place, and MCAA continues to be implement them.

In addition, as noted in SPSA Action 5 above, MJUSD and MCAA have adopted the new data collection and disaggregation tool “Illuminate.” This powerful tool is linked to Common Core standards, and data from CAASPP and district-developed benchmark testing. The district and MCAA have provided and continue to provide training to all staff members in its use.

2. Continue to pursue facility improvements including more classroom space to ensure student enrollment can continue to increase. This includes the pursuit of MCAA dedicated facilities for their performing arts programs such as a renovated theater on the Marysville High School campus or other updated facilities that are safe for students and do not include crossing a major highway to arrive at some elective classes.

Goal 2 from the LCAP states, “MCAA will enhance the current learning environment to ensure that the school provides a physically and emotionally safe environment that is culturally responsive to all students.” Actions to meet this goal involving facility improvements include: 1) saving funds to purchase three modular classrooms. MCAA will use one of these modular classrooms as an intervention room to provide a location for MCAA’s EL, foster youth, R-FEP, and low-income students to receive extra help; and 2) adding tile floors to two existing science rooms. Site work has been completed for three modular classrooms, and two are completed and being used this year (2016-17). MCAA plans to add a third new classroom in the summer of 2017, depending on available funding. One science classroom had a new tile floor installed over winter break in 2015.

Goal 4 of the SPSA states, “By June 2016, a plan will begin to be implemented that will allow for the addition or improvement in facilities so that more elective and academic classes can be added to the master schedule.” Actions to meet Goal 4 include: 1) implementing a plan by June 2016 that will allow for the addition or improvement in facilities so that more elective and academic classes can be added to the master schedule; 2) beginning to implement a plan to add two additional classrooms to the campus; 3) continuing to offer additional elective and academic classes and class sections added to the master schedule (AP Art, Calculus, dance, etc.); 4) continuing to plan for and pursue funding for a new performing arts theater; and 5) developing a plan to convert an existing building for dance/martial arts/PE classes. All of these actions are underway, and MCAA added additional music, dance, and martial arts classes to the master schedule beginning in 2015-16. The district and relevant stakeholders created a district-wide master facilities plan in 2016 that includes a new performing arts center for MCAA in the priority tier for funding. Conversion of an existing building for dance/martial arts/PE classes is in a secondary tier for funding.

3. Technology should be investigated to enable the growth necessary for the 21st century. Academic instruction and student learning can be enhanced by pursuing new adult

interests and passions with proper technology for filmmaking, animation, and graphic arts.

Goal 1 of the LCAP states: “Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of targeted population.” Actions that MCAA has taken and will take include: 1) continuing to replace outdated and damaged computers used in the Graphic Arts class with refurbished computers; 2) purchasing 120 more Chromebooks and two mobile carts for students' use in the classroom; 3) providing cameras, five desktop computers, and software for the Photography and Video Editing classes; 4) purchasing six desktop computers and six printers for all English and history classes; 5) purchasing six desktop computers and six printers for the mathematics and science classes; 6) beginning to save funds in order to replace outdated or damaged Chromebooks, mobile carts, printers, laptop, and desktop computers in 2019/2020; and 7) saving for replacement purchases of video editing and photography equipment. The school now has a total of 11 mobile carts and 310 Chromebooks and MacBooks. Each classroom has at least one new PC and printer (except for the art rooms, which use laptops exclusively). All classrooms have LED projectors, and most have document cameras, as well. Several mathematics and science classrooms have Smartboards.

Actions MCAA has taken will take under Goal 6 of the SPSA, “By June 2016, library and media services for students and staff will be improved, as measured by the addition of resources,” include continuing to purchase additional classroom instructional technology (e.g. computers, document readers, and Smartboards). In addition to the technology purchases noted above, MCAA has already purchased 14 refurbished Apple computers with additional RAM for the Graphic Arts class this year along with four desktop Apple computers and six portable Apple computers with software for the Photography, Video Editing, and Video Animation classes.

4. Continue to explore opportunities for students to pursue optional alternatives while enrolled at the Marysville Charter Academy for the Arts. Encourage students to enroll in the local community college to pursue other elective opportunities or advanced arts instruction.

Goal 2 of the LCAP states: “Enhance the current learning environment to ensure that the school provides a physically and emotionally safe environment that is culturally responsive to all students.” To address the goal, MCAA has taken or plans to take actions including providing more funding to support extracurricular activities such as lunchtime sporting tournaments, drama productions, art shows, etc. The Academy already offers coed volleyball, soccer, basketball, and chess tournaments throughout the entire school year as lunchtime activities. MCAA puts on a minimum of 12 major productions each year, from musicals with a live orchestra, to fairy tale theater at local elementary schools, to art exhibitions, to dance and musical performances, to student-written and -directed one-act plays.

Goal 3 of the SPSA states: “By June 2016, will maintain at least 55 percent of seniors completing

the UC A-G requirements and at least 45 percent of seniors will be accepted to 4 year colleges. This will be due to continued improvement in counseling services and additional opportunities for students to explore post-secondary options.” Actions MCAA has taken under Goal 3 include: 1) continuing to provide field trips to universities and performing arts schools; 2) seeking more college representative visits to MCAA; 3) developing and implementing a plan to improve student self evaluation of academic and SSG achievement; and 4) hiring a full time counselor. MCAA met the 2016 senior goals in 2014 and 2015, just missing the targets in 2016. Additionally, MCAA provided students with six trips to universities, art schools, and college fairs in 2015-16 and had five campus visits by college representatives. The academy hired a full-time counselor in 2013, and MCAA staff members are developing a plan for better evaluation of the Schoolwide Student Goals as they are being studied for reVision.

In addition, through strong counseling efforts and beneficial partnerships with the local community colleges, 25 MCAA students were enrolled in one or more courses during the summer of 2015. For the fall semester in 2015-16, 18 MCAA students took classes at Yuba or Butte College, and 15 students enrolled in community college classes for the spring 2015-16 semester.

5. Constantly be aware of revamping the school’s Vision along with Mission Statements when completing problem solving endeavors.

MCAA is committed to reviewing the school’s Vision, Mission, and Schoolwide Student Goals (SSGs) with all stakeholders on at least an annual basis. This review and reVision process is integral to both the development of the Single Plan for Student Achievement (SPSA) and the Local Control Accountability Plan (LCAP); both of which require participation and approval by representatives of all stakeholder groups. Both of these detailed plans require actions and monitoring guided by the school’s essential values and philosophies as embodied in its Vision, Mission, and SSGs.

In addition, for the last two years, MCAA Leadership has contracted with an experienced specialist to guide stakeholders through an extensive process of review and reVision of MCAA’s Vision, Mission, and Schoolwide Student Goals.

MCAA stakeholders completed the Mission reVision process in August 2016 and the Vision reVision and action plan in November 2016. MCAA’s new Mission Statement is **“Achieving Excellence through Collaboration and the Arts.”** The new Vision Statement is **“The Marysville Charter Academy for the Arts (MCAA) is a college-preparatory, secondary school whose curriculum emphasizes instruction in the literary, visual, and performing arts. Students receive instruction in the core subject areas as well as specialized instruction in a wide variety of the arts. Instruction in the core subject areas is primarily interdisciplinary, thematic, and integrates the arts whenever feasible. MCAA fosters a culture of caring and acceptance while providing a positive environment that promotes high expectations and character development.”** The new action plan delineates the program components necessary to

reach the Mission and how they will be evaluated (included in the Appendix). Work on refining the Schoolwide Student Goals is continuing during the 2016-17 school year.



Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

Based on past progress and current data, MCAA continues to demonstrate overall excellence in academic and artistic achievement. The leadership team, staff, and stakeholders are pleased with the continued growth of the school and its students, yet there are definite areas for improvement and expansion. Three areas have been identified as **Critical Learner Needs** based on the data:

1) Mathematics achievement. 43 percent of students (7th, 8th, and 11th grade) met or exceeded their grade level mathematics standard on the 2015-16 CAASPP test. MCAA is targeting the 37 percent of students overall (especially all significant subgroups) that nearly met the standard to meet the standard in 2016-17;

2) Increased focus of resources on students needing extra help – both struggling (low achieving) and students in AP classes. Current efforts are working but could be more effective. Rates of students completing the CSU/UC minimum requirements, college readiness as measured by the EAP, AP class enrollment, and average AP exam scores are metrics that MCAA staff will analyze to determine effectiveness; and

3) Cross-curricular integration of all subjects including but not limited to arts integration. MCAA staff will analyze overall student achievement and engagement, school culture, and stakeholder perception data to determine effectiveness.

Correlated Schoolwide Student Goals (SSGs) to the Critical Learner Needs as identified above are:

- 1) “Critical and Independent Thinkers” and “Self-motivated, Enthusiastic, Lifelong Learners”;
- 2) “Critical and Independent Thinkers” and “Employable Individuals, Skillful at Meeting the Demands of Life”; and

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

3) “Creative and Expressive Individuals”, “Self-motivated, Enthusiastic, Lifelong Learners” and “Responsible Members of the Community.”

Important questions that have been raised by the analysis of student performance, demographic, and perception data used by Home and Focus Groups in their study include:

1. How can we build more collaboration time into the Master Schedule?
2. Can we create a Master Schedule that allows more staff teaching the same or similar classes?
3. How can we use Ninth Block more effectively for intervention?
4. How can we develop a ‘common language’ between mathematics and science staff?
5. How can we increase support for English Language Learners?
6. How can we increase support and opportunities for AP and GATE students?
7. How can we better identify low achievers in all subject areas, not just mathematics, and offer more assistance and support, one-on-one if possible?
8. How can we improve on clarifying teacher expectations of the students and the students’ lack of feeling in charge of what is being taught in the classroom?
9. How can we best use PLC groups to improve student intervention strategies and teacher collaboration?
10. How can we incorporate more local business and professional involvement?
11. How can we continue to improve communicating with EL families?
12. How can we expand cultural awareness throughout our school and the community?
13. How can we best continue efforts to utilize data to analyze academic proficiencies and social and cultural needs and concerns?



Chapter IV: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership and 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, the district 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 School-wide Student Goals and the academic standards.

Indicators with Prompts

Vision – Mission – School-wide Student Goals – Profile

A1.1. Indicator: 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, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
While the school's Mission and Vision Statements are annually reviewed with stakeholders, the school embarked on an intensive process last year to renew and revise the statements to better elucidate the school's current purpose and direction. The new Mission and Vision Statements were developed over the last school year using pertinent student and community profile data, current educational research, and a belief that all students can learn and be college and career ready. As a result of this Vision and Mission development process, staff and stakeholders have developed a Vision that demonstrates the steps that MCAA needs to take in order to realize the Mission complete with how to measure and evaluate progress in achieving their stated goals. When necessary, new actions will be implemented in the LCAP, Site Plan, and Vision Statement as a result of data and observations that indicate a need for change. As a result of this intensive and focused process, MCAA now has established clear, coherent, and effective Vision and Mission Statements, and a Vision action plan.	Mission and Vision Statements Vision Action Plan CAASPP Data CST Science Data Perception Data LCAP SPSA

Development/Refinement of Vision, Mission, Schoolwide Student Goals

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the Vision, Mission, and Schoolwide Student Goals.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the Vision, Mission, and Schoolwide Student Goals.*

Findings	Supporting Evidence
MCAA has developed Vision and Mission Statements based on data and stakeholders' values and beliefs. Staff and other stakeholders developed the new Vision and Mission Statements over the 2015-16 and 2016-17 school years. The Mission and Vision development process consisted of meetings led by leadership team members with some facilitated by Educational Consultant Brad Geise of the CSU Chico Foundation. Staff members provided critical data on how well MCAA students are meeting the Schoolwide Student Goals in each of their subject areas. There was Board member, parent, and student involvement in developing the new Vision and Mission Statements. This process will continue on an annual basis with the Vision and Mission Statements revisited and revised when necessary. MCAA stakeholders are confident they have developed an effective process that proficiently uses data and engages all members of the school community.	Mission and Vision Statements Schoolwide Student Goals Leadership Team Agendas Examples of achievement of Schoolwide Student Goals

Understanding of Vision, Mission, and Schoolwide Student Goals, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the Vision, Mission, the Schoolwide Student Goals, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's Vision, Mission, and Schoolwide Student Goals.*

Findings	Supporting Evidence
MCAA currently uses a variety of ways to effectively ensure that all members of the school community understand and are committed to the school Vision, Mission, and Schoolwide Student Goals. The school's purpose, process, and goals are an important part of student and parent orientation materials and meetings, prospective employee interviews, and ongoing staff meetings and collaboration. Essentially, the Vision, Mission, and Schoolwide Student Goals guide all decision-making at the school. This past	LCAP Surveys School Site Council Minutes School Website

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

<p>year, MCAA staff revised the Vision and Mission Statements with the input of the school community. In the near future, MCAA staff will review and consider revisions for the Schoolwide Student Goals. Currently, staff are determining how they can better measure the success of students reaching these goals. The Mission Statement and Schoolwide Student Goals are posted in each classroom. However, staff members think there is a need for better communication of the new Mission and Vision Statements to all stakeholders. MCAA plans to add the Mission Statement to the school letterhead, the school website, student performance programs and posters, the student handbook, and the PTSA newsletter. The school's new Vision and Vision action plan will also be posted on the school's website and Facebook page.</p>	<p><u>School Facebook Page</u></p> <p><u>Examples of achievement of Schoolwide Student Goals</u></p>
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A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the Schoolwide Student Goals and academic, college, and career 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 and its relationship to the Local Control and Accountability Plan.

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's Vision, Mission, Schoolwide Student Goals, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
The role of the governing board and district administration in overseeing the school is clearly defined in the MCAA Charter and in the MJUSD Board Policies and Regulations. The governing board (MJUSD Board of Trustees) reviews, questions, possibly modifies, and approves the school's LCAP over two public district board meetings each year. The board and district administration also monitor the school's progress by reviewing and approving the school's Single Plan for Student Achievement and annual standardized testing report. The Board of Trustees and District Administration review all aspects of the school every five years at charter renewal time. In addition, MCAA prepares and presents a special, detailed school board report whenever required and at a minimum, every three years. The superintendent annually monitors the school's goals. Specific areas of student achievement are targeted each year district-wide, and the school is responsible for identifying other areas targeted for improvement. All of the goal targets are metric-based. Board members regularly visit the school, often several times a month. In addition, one board member was directly involved in the development of the school's new Vision and Mission Statements.	MCAA Charter MJUSD Board Policies and Regulations School Board Report LCAP SPSA

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing

board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
The school staff fully understands, through the school's charter and the general knowledge of the purpose of the district governing board, that the governing board (MJUSD Board of Trustees) is the ultimate authority in the governance of the school. Staff clearly recognizes that board members are informed about school happenings through their visits to the school, reports to the board, and the local paper and other media.	MCAA Charter MJUSD Board Policies and Regulations School Board Report

Governing Board and Stakeholder Involvement

A2.3. Indicator: *Parents, community members, staff and students are engaged in the governance of the school.*

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
Parents, students and staff at MCAA are involved in the governance of the school in a variety of ways. Some examples include participation in the School Site Council and by completing school LCAP surveys. Parents have also been involved in the district LCAP meetings and participate in the District Advisory Committee (DAC) as well as on the MJUSD Bond and Facilities Oversight Committee. Student leadership has been involved in governing decisions with regard to the school's Vision and Mission development and especially in promoting a positive school culture. School student leadership meetings are held every Wednesday at lunch and announced through the school bulletin. School Site Council meetings are generally every other month and are announced at the previous school site council meeting, through the school messenger system, through the parent newsletter, and through the school website. A parent newsletter keeps parents informed on school happenings, which is also translated into Spanish. Staff is also involved in governance through staff leadership meetings and their decisions in their collaborative team meetings. Parents, students, and staff are also involved in the school's Parent	LCAP Surveys School Site Council Minutes PTSA Minutes ASB Minutes Parent Newsletter School Website DAC Agendas and Minutes School Messenger Report

Teacher Student Association (PTSA). The PTSA is involved in set building for drama productions, helping with school events, and general and specific fundraising for senior scholarships, money for field trips, etc.	
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Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
The MJUSD Governing Board is very clear in their direction to district administration for evaluating and monitoring all schools in the district including MCAA. For example, the Governing Board (MJUSD Board of Trustees) reviews, questions, possibly modifies, and approves the school's LCAP over two district board meetings each year. In addition, the school's budget is monitored several times each year in meetings between the school principal and the district's finance department. The board and district administration also monitor the school's progress by reviewing and approving the school's Single Plan for Student Achievement. At charter renewal time and also at a minimum every three years, when the school makes a special presentation, the board completes an overall assessment of school programs and operations. Annually, the superintendent monitors school goals for alignment with the district LCAP. Generally a particular area of student achievement is targeted for improvement with goal setting and data benchmarks. In addition, the district's Assistant Superintendent of Personnel requires that each tenured employee is evaluated every other year and that probationary staff are evaluated once every semester. All tenure decisions are reviewed and approved by the Board of Trustees.	MCAA LCAP MCAA SPSA Charter Renewal Board Presentation Annual School Goals Teacher Evaluation Examples

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
<p>The Williams/Valenzuela Uniform Complaint Policy explains the complaint and conflict resolution procedures as they pertain to the school's stakeholders. Each year this policy is mailed home in a packet to every parent and staff member. Additionally, the principal has an open door policy. At any time, a staff member, a parent, or a student is welcome to come into his office and talk about any issue, conflict, or new idea he/she may have. It is the district's practice to first refer any complaint received by any district department to the school principal to attempt to resolve. The district provides assistance, from simple consultation to legal support, to the principal and school as necessary to resolve a stakeholder's complaint or conflict. MCAA and MJUSD have a solid reputation in the community for responsiveness and transparency.</p>	<p><u>Williams/Valenzuela Uniform Complaint Policy</u></p> <p><u>MCAA Charter</u></p>

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership team, parents, community members, and staff make decisions and initiate activities that focus on all students achieving the Schoolwide Student Goals and academic, college, and career standards. The school leadership and staff annually monitor and refine the Single Schoolwide Action Plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, 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.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
<p>MCAA is currently implementing a schedule that allows for collaboration among up to four staff members twice a week, every week for 40 minutes each time. MCAA is also using three substitute teachers each month in order to add extra collaboration time for mathematics, English, science, social science, and drama. This means that the departments above are able to collaborate three times per month, and the remaining arts staff are able to collaborate twice per month. Staff members think that the school is improving in regard to collaboration time, but there is still a need to creatively provide more collaboration time so that all departments collaborate once per week.</p> <p>Having carved out more collaboration time, staff members are working together in order to implement and follow through on the "continuous cycle of improvement." This means that teams are discussing, reviewing, and driving any changes to the school's SPSA, LCAP, and budget based on goal achievement, data analysis, perception surveys, and direct feedback from parent, student, and community groups. In other words, all the measurements of achievement in the SPSA, LCAP, and other department and schoolwide action plans including team goals and goals set forth in the school's shared Vision will be reviewed, adjusted, and changed when necessary.</p>	<p><u>MCAA Collaboration Teams and Meeting Schedule</u></p> <p><u>Collaboration Team Minutes Examples</u></p> <p><u>School Site Council Minutes</u></p> <p><u>Ninth Block Schedule</u></p> <p><u>SPSA</u></p> <p><u>LCAP</u></p> <p><u>Mission and Vision Statements</u></p>

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, Schoolwide Student Goals, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
<p>Currently, staff members analyze all annual state achievement data including the CAASPP and the CST science scores to decide, through collaborative meetings, how to adjust their teaching practices and decide which interventions are best to implement and monitor. In past years, staff members have indicated that there has not been enough collaboration time to be truly effective in positively influencing student achievement. The mathematics department has been most frequently involved in this process but also needs more time and professional development. In addition to individual departmental collaboration teams, the leadership team, and the School Site Council can recommend changes to the SPSA.</p> <p>Staff members would also like to better incorporate data from district benchmark results and develop common subject area assessments to help guide their reflective processes. MCAA staff members have recommended the creation of an interdisciplinary data team, which would be given additional time and tasked with collecting, analyzing, and sharing data with the entire staff either through a whole group meeting or when returning to their corresponding collaborative teams.</p> <p>In addition, MCAA stakeholders are currently developing and implementing new Vision and Mission Statements for the school. This process has involved all of the stakeholder groups and has been undertaken over the previous and current school years.</p>	<p>CAASPP Data</p> <p>CST Science Data</p> <p>Mission and Vision Statements</p> <p>Illuminate Benchmarks</p> <p>AP Data</p> <p>UC A-G Completion Data</p>

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making,

responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
While the staff and stakeholders were developing a new Vision and Mission for the school, it was determined that more collaboration and teamwork is needed to be truly effective in supporting student learning. The conclusion was that the former process for decision-making was too top-down, primarily driven by school and district administration. The new model, which is still being implemented, empowers staff, students, and parents to review data, determine needs, implement action plans, and adjust plans as needed. This new model has the potential to be powerfully beneficial in supporting student learning throughout all school programs.	Ninth Block Schedule PLC Training Agenda MCAA Leadership Chart

Internal Communication and Planning

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

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
MCAA has a leadership structure that consists of a school leadership team made up of teaching staff, classified staff, and administration. Each department is represented by one or, in the case of the arts, two staff. Critical information and objectives (plans) are then shared and further developed through each department's collaborative meetings. Likewise, as a result of these collaborative meetings, topics and ideas may become discussion topics in the leadership team meetings. MCAA also has monthly meetings where 45 minutes each month is devoted to a whole staff meeting, during which time staff may communicate concerns and ideas. Staff members are also welcome to see the principal and discuss any issue or idea they may have at any time, including resolving differences. The School Site Council also plays a key role in planning and monitoring the progress of actions in	MCAA Leadership Chart LCAP Staff Meeting Agendas School Safety Plan School Site Council Meeting Minutes SPSA

the SPSA, LCAP, and School Safety Plan.	
While the existing structure is effective, additional time for collaboration and new Professional Learning Community (PLC) teams will certainly add to the overall efficacy of MCAA's communication structure.	

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the Schoolwide Student Goals 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 with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.1. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
<p>The MJUSD Assistant Superintendent of Personnel Services screens all applicants, rates them, and then, if they meet the district's minimum criteria (background, training, preparation, and educational philosophy) passes their applications onto the site principals for review. The site principal then picks applicants for interviews by the school team. MCAA's school interview teams always include staff from the same discipline and often a classified staff member and a parent. Teaching applicants must meet all state and district credential requirements. Each credentialed teacher must have a valid California teaching credential or be an intern, nearing completion of his or her credential in the area he or she will be teaching. Under the charter agreement, MCAA is allowed to hire qualified consultants to teach certain classes. Currently, MCAA only has consultants teaching dance and martial arts classes. Students in these classes currently receive only physical education credit. The Assistant Superintendent of Personnel Services also oversees all hiring and placement of classified employees.</p> <p>With this additional district oversight, MCAA rates its hiring</p>	<p>District Hiring Criteria</p> <p>State Hiring Criteria</p> <p>MCAA Charter</p>

procedures that ensure qualified staff members as excellent.	
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Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
<p>MCAA administration uses a successful, collaborative approach in assigning new and continuing staff members to their teaching positions. Staff are placed only in their areas of expertise, as stated on their teaching credential and employment application. All new staff go through an orientation process directed by the district personnel department. Beginning this year, thanks to Educator Effectiveness funding, all new staff received two full days of professional development in the summer before their first day of school. The purpose of this professional development is to familiarize new staff with Aeries - the online student information system, Illuminate – an online assessment and data disaggregation system, best instructional practices for staff, helpful classroom management routines and procedures, and information about continued district support throughout the year. In addition, MCAA employs an independent contractor for ongoing staff instructional technology support and training.</p> <p>Staffing assignments for new and continuing staff involve discussions with the individual teacher and department members to determine best placements to maximize student success. MCAA also has the ability as a charter school to employ qualified community members as staff and assistants in certain subject areas (currently physical education, dance, martial arts, and piano).</p>	<p>Educator Effectiveness Funding Agreement</p> <p>EEF New Teacher Training Schedule and Content</p> <p>Educator Effectiveness Observation Schedule and Examples</p> <p>MCAA Charter</p> <p>Technology Support Contract</p>

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and staff written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and staff written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and staff.*

Findings	Supporting Evidence
<p>Currently, information defining responsibilities, operational and decision-making practices and processes, as well as relationships of leadership and staff is communicated through e-mail, staff meetings, departmental collaboration, and leadership team meetings. District-wide procedures and forms for all business, personnel, and education services including complaints, field trips, etc. are readily accessible on the district website. In addition, district curriculum specialists meet with the mathematics and English staff several times each year in order to help the staff with curriculum, benchmark testing, pacing, disaggregation of data, and best teaching practices.</p> <p>While the current methodology is satisfactory, this is an area in need of improvement for MCAA. Currently, the school does not have a fully developed staff handbook. A handbook with the school's written policies, practices, and other important information would be helpful to staff members.</p>	<p>Staff Meeting Agendas</p> <p>Ninth Block Schedule</p> <p>Leadership Team Agendas</p> <p>District Curriculum Specialist Service Calendar</p> <p>District website for staff policies and procedures</p>

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: 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 Student Goals.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
<p>Based on progress on all of the school goals on both the SPSA and LCAP, MCAA's efforts to support professional development have been successful. The school strongly supports teacher development and student achievement through professional development for staff, through coaching, and by providing more collaboration time. Examples of professional development for MCAA staff in the last two years include training in Common Core Standards, Project-based learning, Next Generation Science Standards (NGSS), mathematics topics and standards through attendance</p>	<p>CAASPP Data</p> <p>CST Science Data</p> <p>AP Data</p> <p>UC A-G Completion Data</p>

<p>at the California Mathematics Conference, Professional Learning Community (PLC) training at the PLC Institute, etc. In addition, through the Tri-County Induction Program (TCIP, formerly BTSA) and the Educator Effectiveness grant, first- and second-year staff are provided a mentor teacher, professional development, coaching, and opportunities to observe other staff in action. Coaching is also provided through the principal and content-area colleagues.</p> <p>The effectiveness of these programs and procedures are evident in the increase in student achievement. For example, one of goal in the SPSA is to improve student achievement in mathematics, and based on the past two years of CAASPP data, mathematics teachers met and exceeded the stated goal of decreasing the number of students not achieving the standards by three percent.</p>	<p><u>MJUSD Professional Development (2014-2017) SPSA</u></p>
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SuperVision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>By district policy, every tenured teacher is evaluated every other year and every probationary teacher is evaluated every semester. During a tenured teacher's evaluation year, he or she is officially observed once each semester. During a probationary teacher's first two years, he or she is officially observed twice per semester. Along with these official observations and evaluations, there are also short "5-minute" walk-throughs. In addition, once each year, teachers set individual teaching goals. The teachers review and evaluate these goals with the administration each year. The administration takes these goals into consideration when completing formal evaluations of staff members.</p> <p>Based on teacher continuity at MCAA and positive parent and student perception data, the school's supervision and evaluation procedures can be rated as effective.</p>	<p><u>Parent Survey Data</u></p> <p><u>Student Survey Data</u></p> <p><u>Teacher Goal Plan Examples</u></p> <p><u>Observation Form</u></p> <p><u>Evaluation Form</u></p> <p><u>Walk-Through Feedback Examples</u></p> <p><u>Senior Exit Survey</u></p> <p><u>Perception Survey Data</u></p>

A5. Resources Criterion

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 academic standards, the college- and career-readiness standards, and the Schoolwide Student Goals.

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school's Vision, Mission, the Schoolwide Student Goals, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's Vision, Mission, the Schoolwide Student Goals, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>MCAA focuses the goals of the SPSA and the LCAP on student achievement and facilities improvement. School staff, the School Site Council, district administration, and the MJUSD Board of Trustees closely monitor the goals, actions they take to meet the goals, and resources they allocate for achievement of the goals. MCAA consistently meets their SPSA and LCAP goals or shows significant progress towards meeting them. With respect to overall school and student achievement, the CA Department of Education recognized MCAA as a California Distinguished School in 2013 for the second time. This recognition is valid in 5-year increments or until 2018 in MCAA's case. In addition, <i>U.S. News and World Report Magazine</i> recognized MCAA as one of America's top high schools in each of the past seven years. The last two years, 2015 and 2016, the school earned the silver medal level, all previous years being bronze. Last year MCAA was also listed on the Educational Results Partnership Honor Roll. In both fall and spring semesters of the 2015-16 school year, 85 percent of the student population have been on the school honor roll.</p> <p>In regard to facilities, MCAA has just added two new modular classrooms to the campus and laid the groundwork for a third.</p>	<p>SPSA</p> <p>LCAP</p> <p>School Site Council Meeting Minutes</p> <p>Board Report</p> <p>Link to U.S. News and World Report Best Schools in America Report</p> <p>Link to Educational Results Honor Roll website</p> <p>MCAA Honor Rolls</p> <p>Master Schedule for previous years</p>

<p>This action alleviated the strain for staff who have had to rotate from room to room during other staff member's prep periods. The school also had windows, lights, and room thermostats replaced with new energy-efficient models. In addition, concrete walkways have been widened and improved in compliance with American Disabilities Act requirements.</p> <p>One significant outcome of the process of revisiting and revising the Vision and Mission Statements is that the school's Vision, Mission, SPSA, LCAP, and Schoolwide Student Goals are much better aligned. In addition, the effective implementation of the Professional Learning Community (PLC) structure at MCAA will further empower and engage staff in the decision-making and resource allocation process.</p>	
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Practices

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

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
<p>As a charter school, MCAA develops its own annual budget based on its SPSA, LCAP, and other school goals. As a dependent charter of MJUSD, the school's administration works closely with the district's finance department to ensure a sound budget that also allows for a four percent reserve or emergency fund. The principal reviews the budget with district finance personnel several times per year. A financial audit is conducted each school year by the licensed agency contracted by the school district. In addition, the school board reviews and approves MCAA's SPSA and LCAP budgets every year. MCAA follows all MJUSD financial budgeting, business and accounting procedures very effectively in order to protect against any mishandling of school funds.</p>	<p>School Budget</p> <p>SPSA</p> <p>LCAP</p> <p>MCAA Charter</p>

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the Vision, Mission, and the Schoolwide Student Goals)

and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
Facilities have been an ongoing concern for MCAA. Improved facilities are in both the SPSA and the LCAP as action items. Fortunately, during the last school year and the beginning of this school year, MCAA made many significant facility improvements: Two new modular classrooms and the groundwork for a third, new energy efficient LED lighting in classrooms, new energy efficient windows, widened sidewalks, new remote controlled thermostats, and an intercom system. This has been quite an improvement, but the school still needs a new or renovated theater and a physical education facility. A new theater (MJUSD level one priority) and physical education facility (MJUSD level two priority) for MCAA are in the district's long-range master facility plan. With the help of the PTSA and district, MCAA has improved the current primary performance venue, the Marysville Community Auditorium, but as a fine and performing arts school, a new and/or renovated theater is major facility priority for the school.	MJUSD Master Facilities Plan SPSA LCAP

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
MCAA's Vision, Mission, LCAP, and SPSA guide the policies and procedures at MCAA for acquiring and maintaining adequate instructional materials and equipment. In addition, staff members make instructional materials and equipment requests directly through the principal or the principal's secretary based on classroom need and often in response to professional development and educational research. Staff may also communicate the need for equipment and materials during collaborative meetings led by one of the	LCAP SPSA Leadership Team Meeting Agendas School Site Council Meeting

<p>school's leadership team members. The principal ultimately and, at times, the School Site Council and leadership team determine if the materials or equipment is needed and able to be purchased through the school's budget.</p> <p>The staff members have determined the policies and procedures for instructional materials and equipment to be satisfactory.</p>	<p>Minutes</p>
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Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
<p>Resources for hiring and nurturing well-qualified staff, including ongoing professional development, are a priority as is stated in the LCAP and SPSA. Over the last three years, MCAA has had staff members attend professional development for Common Core Standards adoption and integration, project-based learning, Advanced Placement training, Next Generation Science Standards adoption, PLC training, College Board programs, and UC and CSU updates to list a few.</p> <p>The district uses the district website and Ed-Join to list and explain employment opportunities and find qualified staff. The district Assistant Superintendent for Personnel Services pre-screens all applications, rating each one. If the application meets the district's minimum criteria, the application is forwarded on to school site principals for review. From that point, the principal schedules interviews and calls references.</p> <p>More frequent collaboration time has also helped with curriculum and instruction. In addition, beginning this year through a state grant known as the Educator Effectiveness grant, MCAA is able to offer more help to new staff members than offered in the past. Through this grant, first- and second-year staff take part in professional development just</p>	<p>Educator Effectiveness Funding Plan</p> <p>Professional Development Attendance List</p> <p>Link to MJUSD Website</p> <p>Mentor Teacher Observation Examples</p> <p>EEF Director Observation Dates and Examples</p>

for this group of staff in the summer and throughout the school year. Each new teacher is paired up with a mentor teacher who is there to help with curriculum questions, classroom management, particular students, and school policies and practices. The mentor occasionally observes the new teacher, afterward offering advice and words of encouragement.	
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Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the Schoolwide Student Goals.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>As a charter school, MCAA is responsible for developing its own LCAP. As a dependent charter, MCAA's LCAP is also aligned with the district LCAP. The school's stakeholders determined the school's LCAP goals through surveys, School Site Council meetings, and school leadership team meetings. District administration and the Board of Trustees review and approve MCAA's LCAP annually. This process guarantees alignment with the district LCAP and accountability for the MCAA LCAP.</p> <p>In addition, the school's SPSA goals have been tied to the areas of need as determined in the last full WASC visit in 2011 and Midterm visit in 2014. Both the SPSA and MCAA's LCAP have very similar goals, and thus far the District and school administration have allocated the necessary resources to effectively achieve or make significant progress on all goals.</p> <p>As MCAA proceeds in its PLC implementation, staff will have even more opportunities to collect and disaggregate data and communicate among themselves so that they can use this information to better understand areas for improvement, resource allocation, modifications to actions, or even complete</p>	<p><u>MJUSD LCAP</u></p> <p><u>MCAA LCAP</u></p> <p><u>Survey Results for LCAP</u></p> <p><u>Board Minutes for review and approval of LCAP</u></p> <p><u>Mission and Vision Statements</u></p> <p><u>Schoolwide Student Goals</u></p>

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

changes to corresponding actions in order to improve student achievement. Student achievement of the state standards, critical learner needs, and the Schoolwide Student Goals are the measurements of success as outlined in the school's Vision, LCAP, and SPSA. Therefore, it is vital that staff members use every tool available to analyze and evaluate student achievement and success.	
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A6. Resources Criterion [Charter Schools only]

The governing authority and 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 with Prompts

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

A6.1. Indicator: 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 Student Goals. Decisions about resource allocation are directly related to the school's Vision, Mission, and Schoolwide Student Goals.

A6.1. Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

Findings	Supporting Evidence
<p>As a dependent charter, MCAA successfully accomplishes their long-range planning process in conjunction with district administration and the MJUSD Board of Trustees. The Board and School Site Council review all decisions regarding capital needs and resource allocations on at least an annual basis and often more frequently. While MCAA, as a charter school, has more control over and latitude with its budget decisions than other schools in the district, it is obligated to the district's governing structure and to integration into the district's long-range plans.</p> <p>The School Site Council and MCAA's leadership team have been involved the last two years in helping to determine MCAA's long-range facilities goals. The School Site Council and leadership team also regularly review and suggest changes to the SPSA and the LCAP. MCAA has also recently started to have departments look at the SPSA and LCAP and, if needed, suggest altering or revising the plans. In initiating this review process, leadership recognized that there needs to be a written process in place with steps for review and possible changes based on data analysis. The administration hopes that the PLC structure will incorporate this process. In addition, the school's Vision is also becoming more of a vehicle for school improvement.</p>	<p>MCAA Charter</p> <p>School Site Council Meeting Minutes</p> <p>MCAA Leadership Chart</p> <p>SPSA</p> <p>LCAP</p> <p>MJUSD Board Meeting Minutes approving MCAA's LCAP</p> <p>MJUSD Board Minutes Minutes approving MCAA's SPSA</p> <p>Mission and Vision Statements</p> <p>Vision Action Plan</p>

Regular Accounting and External Audit Procedures

A6.2. Indicator: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.2. Prompt: *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

Findings	Supporting Evidence
As a dependent charter, all of MCAA's accounting procedures and review processes are efficiently overseen by the district's Assistant Superintendent of Business Services and his department. The business services department follows all state and federal education code rules and regulations regarding finances. The state or state-approved auditors evaluate the school and the district business office each year.	MCAA Charter

Processes for Implementation of Financial Practices

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.3. Prompt: *Evaluate the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings	Supporting Evidence
<p>The district governing board designated only the school-site principal at MCAA for signature authority. For agreements with contractors or contract employees, the site principal may sign a contract for future services, but the contract must first go to the Assistant Superintendent of Business Services who then approves or rejects the contract. Finally, if approved by business services, the contract must then be reviewed and approved by the district governing board.</p> <p>At the school site, the principal's secretary monitors all payroll timesheets and employee reimbursements. She submits them to the site principal for approval. After approval from the principal, the payroll or reimbursement is forwarded to the business services department for payment. The district personnel department also monitors all employee payroll information.</p> <p>The district business services department is responsible for</p>	<p>MCAA Charter</p> <p>MJUSD Board Meeting Minutes approving independent contractor agreements</p>

the review of bank reconciliations and deposits and withdrawals of all school financial accounts. The current system in operation is effective and ensures compliance with state auditing practices.	
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Budgeting Process — Transparency

A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt: *Evaluate the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

Findings	Supporting Evidence
<p>The school's budget is developed each year as part of the review and revision process for the school's SPSA and LCAP during School Site Council meetings, school leadership team meetings, and by the surveying stakeholders. Once developed and approved by the school's representative groups, the district's Business Services Department reviews the school's budget and submits it to the district's governing board for examination and approval each year.</p> <p>An auditor from the state conducts an annual audit of both the district and school site financial transactions and budget documents.</p> <p>Thus far, the current stakeholder process has adequately served the school and its purpose. By fully adopting a continuous improvement model, the school and its stakeholders have benefited with additional stakeholder participation opportunities. This additional participation is helping to ensure full transparency and providing opportunities for more stakeholder knowledge of school resources and their uses.</p>	<p>Leadership Team Agendas</p> <p>SPSA</p> <p>LCAP</p> <p>MCAA Charter</p>

Adequate Compensation, Staffing, Reserves

A6.5. Indicator: The school governing body provides adequate compensation to staff, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.5. Prompt: *To what extent does the school's governing body provide adequate compensation to staff, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence
Compensation for all school staff is negotiated annually (although many agreements are multi-year) among the district administration, representatives of the governing board, and representatives of the various employee unions and organizations. The Marysville Unified staff Association (MUTA), for example, represents staff at MCAA. MCAA staff and other staff are compensated on the same schedule as other district personnel with the same job title. Staffing requirements also follow all district guidelines. The school's budget is overseen by the district's Business Services department. The district requires MCAA to keep a four percent emergency reserve fund. The governing board (MJUSD Board of Trustees) has done an excellent job of ensuring the school and district has maintained a positive financial status even in the lean years of the recent economic recession.	MUTA Agreement MJUSD Salary Schedules MCAA Charter

Marketing Strategies

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

A6.6. Prompt: *Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
<p>The school's reputation, successful performing arts productions, and community outreach have ensured a strong program with waiting lists for most grades. The school utilizes student, parent, and staff perception surveys to provide information to assist in effective outreach and planning.</p> <p>The school has recently added two new modular classrooms and laid the groundwork for one more to be added in the near future. The district also created a master facility document that includes plans for a new theater for the school. Although the theater is among a comprehensive list of district facility needs, the MCAA theater is in the priority category.</p>	Senior Exit Survey Healthy Kids Survey Data Perception Survey Data MJUSD Master Facilities Plan

Informing the Public and Appropriate Authorities

A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate

governmental authorities about the financial needs of the organization.

A6.7. Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
<p>As noted earlier, the Marysville Charter Academy for the Arts (MCAA) is a dependent charter of the Marysville Joint Unified School District. As a dependent charter, the district's business services department presents the financial needs of the school to the governing board (MJUSD Board of Trustees). The district's business services department, superintendent's office, and governing board effectively use print, digital media, and public hearings to keep the public and all appropriate governmental authorities informed through.</p>	<p><u>MCAA Charter</u></p> <p><u>MJUSD Board Meeting Budget Review and Approval Minutes</u></p>

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

Summary (including comments about the critical learner needs)

MCAA staff wrote the new Mission and Vision Statements to help focus all stakeholders on the goal of achieving excellence, academically and artistically, through collaboration and the arts. The Vision Statement includes an action plan that identifies actions meant to help all of the students realize the Vision. These actions include all three identified areas of critical need. Some of the evidence used to measure achievement of the goals in the Vision Statement and action plan include teacher lesson plans, student work samples, A-G requirement completion rates, targeted instruction, department meeting minutes, student engagement, AP scores, AP numbers, pacing guides, and exam results.

Both the MCAA Local Control Accountability Plan (LCAP) and the Single Plan for Student Achievement (SPSA) have specific goals and actions that are meant to help students increase achievement in mathematics, help at-risk students, and increase cross-curricular integration, including the arts. In these plans, though, MCAA and its staff do need to do more to enrich the learning of our more advanced students.

The governing board (MJUSD Board of Trustees) and the district administration have both been very supportive of MCAA. The roles of both are clearly laid out in the school's charter agreement. Both the board and the district administration have been essential in the school receiving two new classrooms and eventually a third that will partially be used to provide interventions for our at-risk students. Currently, the addition of the two new classrooms has removed the need for two of our staff to travel from classroom to classroom each period. This more stable environment can only enhance achievement for all of our students. The district and the district administration have also provided MCAA with Chromebooks based on the number of classrooms at our site. This added technology enhances instruction, which also improves achievement for all students when combined with proper professional development.

The administration now perceives periodic collaboration time for staff as very necessary in improving in all three of our critical areas of need. Collaboration time has been increased by adding a second Ninth Block class to the schedule each week. This allows mathematics, English, science, arts, and social science staff to collaborate at least once per month. Hopefully, soon, the district will provide one day per week for collaboration by allowing an early release time for students and providing an early bus pick-up.

The MCAA's leadership team focuses on all of our students' areas of need through development, review, and adjustments to the MCAA LCAP, SPSA, and the school's Vision Statement. MCAA's

leadership team meets at least monthly.

All employees must meet all the criteria for hire that any district employee must meet. MCAA also hires individual consultants to provide targeted help with our at-risk students in mathematics, provide strong instruction in various forms of dance and martial arts, and also provide a higher level of instruction in piano for our more advanced piano students. The consultants must sign a contract with the district, which must also be approved by the governing board (MJUSD Board of Trustees).

MCAA supports teacher improvement and growth through professional development that helps the school community meet their goals and the needs of their students. The most recent professional development (Fall 2016) has included Professional Learning Committee (PLC) training in Texas and the California Mathematics Council Conference in Asilomar, California. Both of these trainings will help the staff meet the school's goals, including being more effective with students struggling in mathematics, providing more effective interventions, more effective first instruction for our at-risk students, and will help us to include more cross-curricular integration, especially integrating the arts into the core classes.

New staff are provided with a site mentor teacher who meets with the new staff on a regular basis. The mentor helps the new staff with planning the curriculum, classroom management, lesson planning, observing other effective staff, and any other way the mentor can help. New teacher mentoring helps the staff become more effective for all students.

MCAA students have maintained a high level of achievement. MCAA students have the highest science, English, and even mathematics CAASPP test scores in the district. MCAA is currently a California Distinguished School and has been recognized, for at least the past seven years, as one of America's top high schools.

However, mathematics is an area that the staff have recognized as an area of need. Although approximately 85 percent of the students are on the honor roll, there is still a need to utilize effective intervention strategies for those students who are at-risk. Additionally, core cross-curricular integration will help students improve academically. The stakeholders deeply value the arts and believe that more integration of the arts into the core subjects will further interest students in those subjects and thus further improve achievement. The MCAA community also recognize the need to further enrich the learning of high-achieving students. The collaborative efforts of the Professional Learning Communities will address these needs.

The facilities at MCAA have improved significantly over the past two years. MCAA added two new classrooms and laid the groundwork for a third, replaced east- and south-facing windows with energy-efficient windows, added an intercom system, replaced old HVAC units with five new HVAC units, and widened walkways. These recent improvements in facilities have made the

school environment more conducive for learning for all students.

The school's budget allocations are determined by the actions needed in order to accomplish the school goals as laid out in the MCAA SPSA and LCAP. The school goals are determined by the school's stakeholders through surveys, and School Site Council, staff leadership, and student leadership meetings. Currently, the goals include improving student achievement in mathematics, increasing achievement for at-risk students, and improving facilities.

As a dependent charter, the district's Business Services Department oversees MCAA's budget. The school's budget is developed each year as a part of the review and revision process for the school's SPSA and LCAP during School Site Council meetings, school leadership team meetings, and by the surveying of all stakeholders. During the review process, the results of actions are reviewed and changes to the plans are made, including budget allocations. The three areas of need are addressed in the review of the LCAP and the SPSA. The district's Business Services department then submits the budget to the district's governing board for examination and approval each year. An auditor from the state conducts an annual audit of both the district and school site financial transactions and budget documents.

Prioritize the strengths and areas for growth for Category A.

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

1. Culture of acceptance for students and staff
2. Living Mission and Vision Statements
3. Intervention time built into schedule (Ninth Block)
4. Strong support from MJUSD Board of Trustees
5. Great reputation in the community
6. Strong leadership team
7. Fiscally sound

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

1. Master schedule created that allows more staff to teach the same classes
2. More collaboration time built into the master schedule
3. Additional and improved facilities including a new theater and a staff/intervention room
4. More cross-curricular and arts integration
5. AP/GATE student enrichment and support
6. Ninth Block used more effectively for intervention



Category B: Standards-based Student Learning: 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 academic standards, the college- and career-readiness standards, and the Schoolwide Student Goals. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
Staff at MCAA effectively utilize current educational research	MCAA Course Catalog

<p>to inform a comprehensive instructional program for all students. All coursework is aligned with Common Core, Next Generation Science, and California State Standards. Using project-based learning as the primary instructional methodology, students participate in a rigorous curriculum that allows them to think conceptually, solve problems, and communicate ideas. Instructional strategies that staff incorporate into the classroom are based on Bloom's Taxonomy and Howard Gardner's Multiple Intelligences. Staff members at MCAA keep current on recent educational research by attending content-based conferences and trainings and by participating in webinars and PLC collaborative meetings and forums. In addition, students at MCAA benefit from challenging group assignments that help them get to know one another, cooperate, and build community in the classroom.</p>	<p>UC A-G course descriptions.</p> <p>Examples of project-based lessons and units</p> <p>AP training</p> <p>PLC training</p>
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Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "A-G" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
<p>All courses at MCAA are fully aligned with Common Core, Next Generation Science, and California State Standards. As a college-preparatory school, almost all coursework is approved as meeting the University of California A-G requirements. All science, mathematics, English, history/social sciences, foreign language, and most fine and performing arts courses offered at MCAA are college-preparatory and meet A-G requirements. In addition, visual and performing arts courses are aligned with the VAPA standards and the Arts, Media, and Entertainment Career Pathway. All Advanced Placement courses are regularly updated with College Board.</p> <p>All three of the science classrooms have been recently upgraded and now meet the state wet lab requirements. As a result of a recent teacher retirement, MCAA only offers Spanish as a foreign language, but there is an intention to offer</p>	<p>MCAA Course Catalog.</p> <p>California State Standards</p> <p>UC A-G course descriptions.</p>

at least one more world language in the near future.	
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Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the Schoolwide Student Goals.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the Schoolwide Student Goals.*

Findings	Supporting Evidence
<p>There is a strong congruence at MCAA between the concepts and skills taught in the classroom and the academic and career-readiness standards and Schoolwide Student Goals. The textbooks and supplementary instructional materials that staff use in English and mathematics align with Common Core Standards. The science department is in the process of adopting new integrated texts aligned with the Next Generation Science Standards (NGSS). All of the new English texts contain lessons designed to help prepare students for college. All core classes are college-prep and MCAA extensively utilizes project-based learning as an instructional methodology. Collaborative efforts at the school have resulted in the integration of the arts into most core classes.</p> <p>Support classes at MCAA are designed to help students succeed in the rigorous college-prep environment. A Careers course is a district graduation requirement offered to all ninth graders that prepares students for college- and career-readiness and life after high school.</p> <p>The majority of students at MCAA are involved in public performance and community service of some kind. Students in the fine and graphic arts classes regularly display their work publicly in art galleries, local businesses, schools, and public buildings. Fine and graphic arts students are also involved in supporting school productions and performance with posters, programs, photography, video, murals, and set design.</p>	<p>Examples of project-based lessons and units</p> <p>Student work samples</p> <p>Career Class Syllabus</p> <p>Examples of student work supporting MCAA productions and events</p>

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where*

applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Findings	Supporting Evidence
There currently exists considerable integration among the disciplines at MCAA although the recent move towards additional collaboration time should result in more extensive integration. Presently, English and history/social science classes work together on common literature and writing assignments. Skills taught in mathematics are regularly applied in the science classes. MCAA has had a clear focus on integrating the arts and academic subjects for many years, but even this priority will blossom with additional collaboration time. Student choice and initiative is emphasized in MCAA classrooms, and students are often given opportunities to incorporate artistic elements into their core subject projects. In addition, the Career Technical Education (CTE) classes such as photography, graphic design, and video animation all have artistic components. These classes meet career-related technical and practical skills and follow the Arts, Media, and Entertainment Career Pathway. The performing arts classes often collaborate on a regular basis as well for productions and performances.	Careers course CTE and ROP courses UC A-G approved courses Districtwide curriculum - Collections Examples of visual and performing arts classes collaborating on productions Art/Creative Writing Cross Curricular Project examples English-History Collaborative Writing Projects

Articulation and Follow-up Studies

B1.5. Indicator: The school 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.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
As a 7 th through 12 th grade school, MCAA functions to a significant degree as its own feeder school for the high school program. This is particularly effective for students that start as 7 th graders and transition to high school at MCAA, as they are thoroughly familiar and experienced with the college-preparatory classroom expectations, block schedule, project-based approach, and emphasis on the arts. Staff at MCAA participate in district-wide professional development	College Fair at Yuba College Chico State Welcome Day UC Berkeley, St. Mary's and Sacramento State College Tour

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

<p>and collaborative opportunities that facilitate articulation. In addition, MCAA students regularly perform at District elementary and intermediate feeder schools as outreach for the dance, drama, music, and musical theatre programs.</p> <p>MCAA has a strong relationship with Yuba College where many of the students take courses to meet high school graduation requirements or college admission and degree requirements. The counseling office facilitates several visits every year to college campuses and sponsors college representative classroom presentations to provide opportunities for students to explore options after high school. MCAA utilizes LifeTrack Services to survey 12th graders and then conduct additional follow-up surveys with them one year, three years, and five years following graduation. Data collected by the California Department of Education on MCAA graduates is also utilized to determine the effectiveness of the curricular program.</p>	<p><u>8th grade girls Mathematics & Science Conference</u></p> <p><u>TLC through Rideout Hospital in Marysville</u></p> <p><u>Outreach examples: Dance, Music, Musical Theater at Elementary Schools</u></p> <p><u>SF Art Institute and other college representatives visit information</u></p> <p><u>MCAA Graduate Success</u></p> <p><u>LifeTrack Survey Data</u></p> <p><u>CDE College Enrollment Data</u></p>
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B2. 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 with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: 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.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>MCAA effectively allows all students to have appropriate choices in classes and pursue a full range of realistic career and educational options. Students select classes based on their educational plan that they have created in their Careers class and refined with the counselor. The plans are based on completing UC A-G as well MCAA graduation requirements. Careers teachers present additional information about other post-secondary educational options such as technical schools and the military. Students continue to review their course selections and career and educational options with the counselor at least twice a year during fall and spring course selection.</p> <p>The Counseling Department sponsors several college campus visit days each year and brings college representatives in to speak to classes and be available at lunch for all students. The counselor also sponsors a Cash for College Night for FAFSA completion and distributes scholarship information throughout the school year.</p> <p>MCAA students can take Regional Occupation Program (ROP) classes in medical and dental professions, early education, agriculture, woodwork, and graphic design at Marysville High School and the Photography, Graphic Arts, Yearbook/Newspaper, and Video Editing/Animation classes are Career Technical Education qualified.</p>	<p><u>Yuba College Career Fair</u></p> <p><u>CSU Chico Welcome Day</u></p> <p><u>Sac State Preview Day</u></p> <p><u>College Planning, Financial Aid, and Scholarship Information</u></p> <p><u>Parent/Student Financial Aid Presentation</u></p> <p><u>Cash for College Workshop Information</u></p> <p><u>College Tour: Saint Mary's College & UC Berkeley</u></p> <p><u>PSAT student results</u></p> <p><u>SAT and ACT participation</u></p> <p><u>ROP and CTE Classes</u></p>

<p>In addition, MCAA has a Professional Pathways recognition program for students that follow a sequence of classes, create a portfolio or culminating project, and demonstrate a high level of proficiency in the Arts, Media, and Entertainment career pathway.</p>	<p><u>LifeTrack Exit Survey</u></p> <p><u>LifeTrack Follow Up Survey</u></p> <p><u>Professional Pathways Program</u></p>
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Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of staff and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>As a school with a strong focus on project-based learning, students at MCAA generally have greater autonomy in their learning plan. That element of choice helps students take responsibility for their own learning and generally makes it more meaningful for them. Most classes at MCAA utilize rubrics that define and clarify rigorous expectations for students. Staff at MCAA make a conscious effort to design their lessons to ensure that students are able to connect the curriculum with the outside world. The staff seeks and values professional development that supports this effort.</p> <p>Also, as a school rooted in visual and performing arts, MCAA students consistently create products that are meant for real world applications whether they be dramatic performances, poetry, plays, paintings and drawing for exhibitions, posters for publicity, or photos and videos to chronicle events and activities.</p> <p>Staff at MCAA are proud of their efforts to use a variety of instructional practices to facilitate access and success for all students. The recent increase in collaboration time and the development of Professional Learning Communities (PLCs) will strengthen mentorship, collegiality, and the sharing of effective instructional practices. Staff participation at Student Study Team (SST), Individual Education Plan (IEP), and 504</p>	<p><u>Project-based Learning Economics Unit Example "High School Food Court"</u></p> <p><u>Project-based Learning Rubric Examples</u></p> <p><u>Career Technical Education Courses</u></p> <p><u>Examples of students showcasing their artwork, photography, music, theatre productions, poetry at school and community events.</u></p> <p><u>IEP meeting notice</u></p> <p><u>SST Form</u></p>

Plan meetings has always been strong, and MCAA staff follow through with adjustments and modifications of curriculum as necessary to facilitate student success for all.	
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Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>MCAA students have a personal learning plan that allows them to meet or exceed academic standards. The personal learning plan assists students and their parents in exploring, analyzing, and evaluating educational and career goals and helps to suggest a wide range of options for achieving those goals. The plan is first developed as part of the initial new student/parent orientation. The plan is further refined in the 9th grade Careers class with help from the teacher and school counselor.</p> <p>The counselor then meets at least annually with students as they make course selections and discusses connections between course selections and future educational and career options. During this time students discuss academic performance, progress towards graduation, and college entrance requirements. Students consult with parents and the counseling staff to choose both their academic core courses and their electives based on post-secondary plans, performance levels, interests, and Professional Pathway recognition goals.</p> <p>Exit surveys conducted with graduating seniors show a high level of satisfaction with the counseling they receive in regard to determining and reaching their college and career goals.</p>	<p>Learning plan course selection template</p> <p>IEP, 504, SST meeting schedule examples</p> <p>Scheduling presentations for grades 9-12</p> <p>Scholarship Email communication</p> <p>LifeTrack Senior Exit Survey</p>

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their

effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>The counselor has a variety of procedures in place to facilitate a smooth transition for each student after high school. Students are assisted with SAT and ACT registration, college applications, scholarships, and enrollment at four-year and two-year colleges, and technical programs. Students have multiple opportunities to go to college fairs at the local community college as well as visit area college and universities.</p> <p>MCAA staff organize field trips for students to perform in the community to give them exposure to career expectations and a window into the demands of a profession in the arts. MCAA students also attend the Oregon Shakespeare Festival and perform at statewide competitions such as the Lenaea Festival at Folsom College. Some MCAA students take ROP classes at Marysville High School in medical and dental, agriculture, early education, and woodworking career areas.</p> <p>All students at MCAA have access to a college-preparatory program that includes honors courses in English in the 9th, 10th, and 11th grades as well as AP Language and Composition, AP Literature and Composition, AP Environmental Science, AP Studio Art, and AP Calculus. Many MCAA students also take advanced and supplemental classes at the local community college both during the school year as well as during the summer session to earn credits towards graduation.</p> <p>Again, the senior exit survey and follow up surveys, as well as parent satisfaction surveys indicate effectiveness and a high level of satisfaction with MCAA's strategies and programs to facilitate transition to postsecondary high school options.</p>	<p><u>Counseling office resources</u></p> <p><u>College selection and admission presentation agenda</u></p> <p><u>MCAA master schedule</u></p> <p><u>MCAA student transcript example</u></p> <p><u>Financing college presentation agenda</u></p> <p><u>Cash for College Parent/Student Night</u></p> <p><u>YCC college fair</u></p> <p><u>Ashland Oregon Shakespeare Festival</u></p> <p><u>Lenaea Festival at Folsom College</u></p> <p><u>Drama, dance and strings performances in the community</u></p> <p><u>LifeTrack Exit Survey</u></p> <p><u>Life Track Follow Up Surveys</u></p> <p><u>Parent surveys</u></p>

**ACS WASC Category B. Standards-based Student Learning: Curriculum
Summary, Strengths, and Growth Needs**

Summary (including comments about the critical learner needs)

All courses at MCAA are fully aligned with Common Core, Next Generation Science, and California State Standards. As a college-preparatory school, almost all coursework is approved as meeting the University of California A-G requirements. All science, mathematics, English, history/social sciences, foreign language, and most fine and performing arts courses offered at MCAA are college-preparatory and meet A-G requirements. In addition, visual and performing arts courses are aligned with the VAPA standards and the Arts, Media, and Entertainment Career Pathway. All Advanced Placement courses are regularly updated with College Board.

There is a strong congruence at MCAA between the concepts and skills taught in the classroom and the academic and career-readiness standards and Schoolwide Student Goals. The textbooks and supplementary instructional materials used in English and Mathematics align with Common Core Standards. The science department is in the process of adopting new integrated texts aligned with the Next Generation Science Standards (NGSS). The new English texts contain a unit specifically focused on preparing for college. All core classes are college-prep and MCAA extensively utilizes project-based learning as an instructional methodology. Collaborative efforts at the school have resulted in the integration of the arts into most core classes.

Support classes at MCAA are designed to help students succeed in the rigorous college-prep environment. A Careers course is a district graduation requirement offered to all 9th graders that prepares students for college and career readiness and real world situations after high school. The majority of students at MCAA are involved in public performance or community service of some kind. Students in the fine and graphic arts classes regularly display their work publicly and are also involved in supporting school productions and performance with posters, programs, photography, video, murals, and set design.

MCAA effectively allows all students to have appropriate choices in classes and pursue a full range of realistic career and educational options. Students select classes based on their educational plan that they have created in their Careers class and refined with the counselor. The plans are based on completing UC A-G as well MCAA graduation requirements. Additional presentations are made in the Careers class on other postsecondary educational options such as technical schools and the military. Students continue to review their course selections and career and educational options with the counselor at least twice a year during fall and spring course selection.

All students at MCAA have access to a college-preparatory program that includes honors courses in English in the 9th, 10th, and 11th grades as well as AP Language and Composition, AP Literature and Composition, AP Environmental Science, AP Studio Art, and AP Calculus.

Many MCAA students also take advanced and supplemental classes at the local community college both during the school year as well as during the summer session to earn credits towards graduation.

Critical Learner Needs:

Focus on improving mathematics achievement

There has been progress in the area of mathematics over the last few years. Students entering school in 7th and 9th grade have better mathematics skills than in prior years. MCAA has taken several steps to continuously improve student performance in mathematics. MCAA has Ninth Block mathematics intervention classes twice a week, after school tutoring, and Math Café lunch tutoring. Students also analyze data in graphs in English, history and science. Some areas to improve are to keep the goal of continued achievement as a priority, incorporate more mathematics applications in science, develop a ‘common language’ between mathematics and science staff as well as applying mathematics for budgeting, college tuition, and scholarships in the Careers class.

Focus on students needing extra help (low achieving & AP)

Through focus groups, staff has found that some low-achieving students are lacking foundational skills and many students take AP classes to get the extra GPA points, but passing the AP test is not a high priority to them. The areas of strength include the adjusted school schedule so that MCAA can offer study skills classes to give students time to complete homework and projects. With the purchase of additional Chromebooks, there is now greater access to computers for research and working on projects in core classes. MCAA offers student-teacher mentoring, as well as grade checks in Mathematics Support and with the students in drama productions. MCAA now offers Ninth Block interventions and tutoring time twice a week. In addition the new AP English texts were purchased this year to offer students access to the most up to date curriculum. Some areas to improve would be to focus on the continued emphasis with student-teacher mentoring during Ninth Block. Also, extend grade checks to all students in performances and extra-curricular projects to ensure students do not fall behind in other classes. English Language Learners need more support in building academic language. It could be helpful to find professional development in order to best support the ELL population at the school. AP exams could be paid for by the school in order to require all students in AP classes take the AP exam for the class. There should also be continued professional development for AP staff as well as ensuring that AP classes are taught to AP standards. There should be prerequisites and grade requirements in order to take AP classes. It would be helpful for the students to form AP peer study groups.

Focus on cross-curricular integration needed, including the arts

Some staff observations are that there are not enough staff-wide meetings or grade-level interdepartmental meetings to allow for the time for this time of collaboration to happen. Also, the extent of cross-curricular integration varies depending on staffing fluctuations.

Some of the areas of strength include the collaboration between the English and history classes to align common assignments and curriculum when appropriate (ex: coordinating literature reading during appropriate historical period). There are mathematics applications in science (data analysis, graphing) as well as project-based learning in all subject areas. Students have choice in presenting

knowledge of subjects in different ways (e.g. drawing, models, skits). Some areas to improve would be more opportunities to meet between departments and subjects within grade levels. Establishing a 'Common Mathematical Language' to use in science classes would also help strengthen the goal of cross curricular outcomes. Teacher choice of collaboration grouping would allow enhance the opportunities for cross curricular integration.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

1. Smaller class sizes in mathematics
2. Mathematics support classes, After school tutoring, Math Café lunch tutoring
3. Analyzing data in graphs in English, history and science
4. Many study skills classes offered to give students time to complete homework and projects
5. Greater access to computers for research and working on projects
6. Ninth Block interventions and tutoring time
7. English and history classes are currently working together to align common assignments and curriculum when appropriate
8. Mathematics applications in science (data analysis, graphing)
9. Project-based learning in all subject areas
10. Students have choice in presenting knowledge of subjects in different ways (drawing, models, skits, etc.)
11. School-wide focus on art and creativity

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

1. Goal of continued achievement in all subject areas tied to SPSA and LCAP goals
2. Develop a 'common language' between mathematics and science staff
3. Continued emphasis with Student-teacher mentoring (schedule meetings during Ninth Block)
4. Frequent grade checks to all students in performances and extra-curricular projects to ensure students maintain academic eligibility to participate
5. English-Language Learners need more support
6. Professional development in ELL needed
7. AP exams could be paid for by the school in order to require the students take the AP exam for each class
8. Continued professional development for AP staff
9. More opportunities to meet between departments and subjects within grade levels
10. Choice of collaboration grouping



Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college and career readiness standards, and the School-wide Student Goals, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the Schoolwide Student Goals. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
<p>Based on the rigorous, standards-aligned, and college-preparatory curriculum offered at MCAA, staff members have concluded that all students are regularly involved in challenging and relevant learning. Staff base this conclusion on their consistent observation of student work. Staff observe student work through different methods: 1) Students make multiple drafts of their work throughout each unit which the teacher is able to view, discuss, and collaborate on possible revisions; 2) Students complete personal reflections on their work looking for possible improvements; 3) Students participate in peer assessments that are also used for observing and evaluating student work.</p> <p>In all classes at MCAA, staff have continuous dialog with students and provide spot checks during ongoing work processes. This allows the teacher an additional chance to observe and give feedback as well as listen to the students' understanding of their work. From this, the teacher receives immediate feedback as to each student's level of understanding and gives the teacher a chance to clear up any misunderstanding of concepts that a student or group of students might have.</p> <p>In visual and performing arts classes, students participate in regular classroom performances and presentations receiving immediate feedback from teacher and peer critiques. Students are also encouraged in the visual and performing arts classes to complete a self-analysis of their work, looking for areas that they could improve upon.</p> <p>Staff in all disciplines utilize high level questioning and discussions as a direct way of involving students in a challenging learning environment. An example of this in a science classroom that is frequently utilized is having students</p>	<p><u>Peer and self-evaluation examples and data</u></p> <p><u>Performance class critiques and rubrics</u></p> <p><u>Visual arts class rubric example</u></p> <p><u>Science lab write-up examples</u></p> <p><u>Graphic Arts class portfolio example</u></p> <p><u>Student photography examples</u></p> <p><u>History/social science class journal and essay examples</u></p> <p><u>Critique examples from dance classes</u></p> <p><u>Critique examples from visual art classes</u></p> <p><u>Project-Based Learning product examples</u></p> <p><u>Examples of student written scripts for one-act plays</u></p>

<p>watch a demonstration or phenomenon and then giving them 10 minutes or more to write down all of the questions they can think of in regards to what they have observed.</p> <p>MCAA's project-based learning approach offers students the opportunity to apply relevant learning and skills to achieve the academic, and college and career readiness standards. Staff at MCAA ensure that the students understand daily objectives and their relationship to the standards and course outcomes. MCAA's excellent pass/fail rate across the curriculum indicates that the vast majority of the students are participating and being successful in rigorous and challenging classes. A few unique examples of the ways the students apply and display their knowledge include students writing and producing their own plays, organizing community outreach programs, participating in exhibitions, creating art displays and products, directing and producing dance performances, and constructing technical lighting theater designs. At MCAA students often push the envelope with their creativity and knowledge and staff support and facilitate their endeavors.</p> <p>MCAA's graduation rate, percentage of students completing the UC A-G requirements, and college acceptance rates further demonstrate and validate the degree that all students are involved in challenging and relevant learning.</p> <p><i>Degree of Involvement of students with diverse backgrounds and or/abilities in the classroom</i></p> <p>MCAA prides itself on its efforts to involve students with diverse backgrounds and abilities in its college-preparatory and creative arts classes. All students who have an interest in the arts and desire a college-preparatory education are encouraged to apply. MCAA facilitates student success with a variety of support classes and activities. As a result, nearly $\frac{3}{4}$ of the students at the school earn Honor Roll and Principal's List each semester. In addition, the percentage of Hispanic and socio-economically disadvantaged students in AP classes has grown every year for the past five years.</p> <p>All staff have been trained to work effectively with EL students and classroom instruction is modified and differentiated as necessary to meet each student's individual education plans (IEPs) and 504 plans. Courses are added or revised each year to better serve the students and help them</p>	<p><u>Example of student choreography</u></p> <p><u>Example of student designed set for drama production</u></p> <p><u>Graduation rate data</u></p> <p><u>College going and four-year institution acceptance data</u></p> <p><u>Honor Roll data</u></p> <p><u>AP class enrollment data</u></p> <p><u>Awards Night competition data</u></p> <p><u>CLAD SDAIE Staff Data</u></p>
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reach the Schoolwide Student Goals.	
MCAA also recognizes academic achievement, involvement in student activities, and participation in arts programs. An end of the year award ceremony acknowledges each student's yearlong involvement in the wide variety of programs we offer whether it be dance, drama, photography, creative writing, graphic arts, fine arts, video editing, songwriting, vocal or instrumental music. This recognition helps motivate students from all backgrounds and abilities to be successful at MCAA.	

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
<p>Teachers at MCAA employ a great variety of methods to inform and then evaluate the students' understanding of the expected performance levels they need to meet in order to demonstrate proficiency. These methods include, but are not limited to: 1) daily objectives and standards on the board and students write them down in a notebook; 2) exit ticket activities such as time for journal writing, staff or students summarizing daily work, vocabulary review, and teacher directed closing conversations; 3) use of carefully designed rubrics that clarify expectations and levels of achievement; 4) online posting of assignments, standards addressed, and instructional expectations.</p> <p>Students demonstrate their understanding of the standards and expected performance levels in their classroom presentations, their immediate engagement in and ability to complete the daily tasks, classroom discussions, homework completed, and by the overall pass rate and grades students are earning.</p>	<p>Rubric examples</p> <p>Class calendar examples</p> <p>Student journal examples</p> <p>Link to Google Classroom</p> <p>Link to teacher websites</p> <p>D and F List Examples</p> <p>Honor Roll List Examples</p>

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of*

this on student learning..

Findings	Supporting Evidence
<p>MCAA staff effectively differentiate instruction in a variety of ways including, but not limited to, the integration of technology and multimedia to address student needs. Some of the ways MCAA staff integrate technology into daily instruction include: 1) The mathematics department uses Smart Boards to introduce, explain, and demonstrate curriculum; 2) Mathematics students utilize a variety of calculators, including graphing calculators for upper level work; 3) Science classrooms use virtual labs for both lab preparation and for participating in labs that are not feasible in a high school science classroom; 4) English, performing arts, history/social science, and science classrooms utilize virtual field trips; 5) Students in performance classes use audio and visual recordings to assess their own work, and to study work from other schools and professionals on topics anywhere from sound quality to kinesthetic movement; 6) Instrumental music students use SmartMusic software, which allows the computer to listen to their playing, assess and give instant feedback; 7) All classes possess or have access to a full classroom cart of Chromebooks for online research, testing, or document creation.</p> <p>The integration of technology and multimedia in the classrooms at MCAA has had an overwhelmingly positive impact on student learning. Overall student engagement has increased and the level of student work has improved. This is particularly evident when one looks at the extremely low incidence of suspension or classroom disruption reports. In addition, the percentage of students earning honor roll has steadily increased over the past three years, and college readiness and acceptance rates have improved.</p>	<p><u>Webquest example</u></p> <p><u>Smart Board lesson example</u></p> <p><u>Virtual field trip example</u></p> <p><u>Suspension data</u></p> <p><u>Classroom referral data</u></p> <p><u>Honor Roll data</u></p> <p><u>Graduation rate data</u></p> <p><u>College going and four-year institution acceptance data</u></p> <p><u>SmartMusic Program</u></p>

C2. Student Engagement Criterion

All staff 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.

Indicators with Prompts

Current Knowledge

C2.1. Indicator: staff are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which staff effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>MCAA is effectively using a variety of strategies, including multimedia and other technologies, in the delivery of curriculum. On an ongoing and regular basis, staff include inquiry-oriented lesson formats from sources like Webquest, Google Classroom, and Edmodo. Staff also utilize online speeches and podcasts such as Ted Talks, TeacherTube, and YouTube instructional videos. All classrooms are equipped with LED projectors, most classrooms have document readers, and several have Smart Boards.</p> <p>A focus of MCAA since its inception has been the integration of the arts into all classrooms and across all curriculums. All staff at MCAA incorporate arts into their curriculum throughout their lessons or units. For example, mathematics staff frequently utilize models and diagrams to facilitate learning.</p> <p>Staff also rely heavily on lessons that are focused on the Project-based learning instructional methodology that emphasizes student discovery, application of knowledge, and use of technology for analysis and presentation of data. In addition, online tests are frequently given in mathematics and English. Facebook and other social media are used for peer assignment reviews as well.</p> <p>In addition to direct instruction, the performing arts department uses strategies that include examples from DVDs and YouTube clips for modeling purposes, and to compare performances. Also, the mathematics department includes kinesthetic delivery and choral responses as instructional</p>	<p>Student/computer ratio data</p> <p>Webquest example</p> <p>Ted Talks use examples</p> <p>Interactive science notebook explanation and examples</p> <p>Project-Based Learning product examples</p> <p>YouTube Use Example</p> <p>SmartBoard Math Lesson Example</p> <p>Inquiry Based Science Lesson Examples</p>

strategies in addition to direct instruction.	
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Staff as Coaches

C2.2. Indicator: Staff facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which staff use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>At MCAA all staff use coaching strategies that include but are not limited to: reflective coaching, group work, and observation assessments. Students in English, and history/social science classes often design their own projects with only teacher facilitation, including rubrics. Students sometimes design experiments in their science classes as well, which includes more open-ended experiments. In visual and performing arts classes, students regularly develop and create their own works of art, write and direct student plays, craft video productions, and design choreography. In addition, students are in charge of producing yearbooks and monthly school newspapers.</p> <p>The English department utilizes detailed rubrics as coaching aides and uses Google Drive as a tool for students to share work with staff and other students for feedback and group work. The mathematics department staff use question and response strategies that guide students and involve other students in their learning, rather than simply providing the answer. The history/social science classes watch and evaluate live debates to inform and formulate opinions.</p> <p>In addition to the coaching example strategies listed above, project-based learning is a primary instructional strategy at MCAA. Project-based learning is principally a non-didactic instructional strategy that facilitates student engagement. Thus, the MCAA staff has a strong commitment to effective coaching strategies that facilitate learning and engage all students.</p>	<p>Observation notes examples</p> <p>Rubric examples</p> <p>Open ended science experiment examples</p> <p>Student art examples</p> <p>Student written play examples</p> <p>Yearbook examples</p> <p>Student newspaper example</p> <p>Cross-curricular Project-based learning example (Holocaust Project, 8th Grade English)</p>

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at

higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>MCAA students regularly demonstrate that they can apply acquired knowledge and skills at cognitive levels to extend learning opportunities. MCAA students are also given multiple opportunities to organize, access and apply knowledge they have already acquired.</p> <p>MCAA students demonstrate that they are able to organize, access, and apply knowledge in multiple assignments in English, science, and history/social science through long-term projects. The Hero project in English, the Ellis Island simulation in history/social science, the Roller Coaster and Mitosis/Meiosis projects in science are but four excellent examples of long-term projects in which students must access and apply their knowledge in order to organize their project effectively demonstrating that they do in fact understand a concept or skill. Many classes also incorporate “student teaching days” as well.</p> <p>MCAA students most definitely have the academic tools to gather and create knowledge. All classrooms contain or have access to Chromebook carts for Internet research and document creation. Most classrooms use Google classroom or Google Drive for document creation and sharing. Mathematics students use basic and graphing calculators as well as Chromebooks to complete assignments and pre and post-tests. High school students at MCAA can access the incredible online library of Questiaschool and utilize it as well to create properly sourced research papers. Students in the visual and graphic arts classes have adequate access to powerful computers, software, and cameras as well as traditional media to complete projects and assignments.</p> <p>The areas that MCAA students really excel in are the opportunities they have to use their tools to research, inquire, discover, and invent knowledge on their own and communicate this to other students and the community. As mentioned earlier, the project-based approach used in the English, science, and history/social science classes lends itself to this application of knowledge and presentation to others.</p>	<p>Science lab write-up examples</p> <p>Graphic Art poster example</p> <p>Newspaper class example (2)</p> <p>Class assignment examples</p> <p>English class assignment example</p> <p>Project-based learning product examples</p> <p>Student/computer ratio data</p> <p>Link to Google Classroom</p> <p>Link to Questia School online library</p> <p>Student art exhibit examples</p> <p>Community performance examples</p>

<p>MCAA students research and develop programs to share with other students (museums, exhibits) in the areas of music, social culture, science, and language arts. But in addition, MCAA’s visual and performing arts classes and programs are centered on this same process of research, discovery, invention, and communication. For example, students exhibit photographs and essays on social themes; students create posters and programs for school and community events; students use collaboration and time management skills to produce, direct and develop traveling performances, major productions and art exhibits; students collaborate in writing, casting and producing plays using their art and theatrical skills and also to develop programs for those performances; students perform vocally and instrumentally for other schools and in community events and venues.</p>	
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C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p>A wide range of work was examined to determine how well MCAA students are able to think, reason, and problem solve in individual and group activities. Examples from a variety of subject areas are included here and in the Supporting Evidence links. In the 8th grade science classes all students are required to participate in the Rollercoaster project. Students must design and make a “working model” of a roller coaster. They work in groups of three to four students. This project requires students to understand Newton’s three laws of physics. In Biology, student groups create models of mitosis and meiosis, share the models, and then discuss them in class. In addition, all science class (7th Grade, 8th Grade, Biology, Earth Science, Chemistry, Physics, AP Environmental Science) labs are completed in groups. This requires students to think, reason and problem solve together as they complete and evaluate each lab experience.</p> <p>In all dance and Martial Arts classes students must develop, choreograph, perform and critique individual and group performances. In all visual and graphic art classes students, as individuals or in small groups, create and develop their own</p>	<p><u>Roller coaster project</u></p> <p><u>Science lab write-up examples</u></p> <p><u>Dance class critique examples</u></p> <p><u>Visual art classes critique examples</u></p> <p><u>English classes essay examples</u></p> <p><u>Mathematics classes group quiz example</u></p> <p><u>History/social science class assignment examples</u></p>

<p>works or products in response to an assignment or prompt, and then are subject to individual and class critiques.</p> <p>In English classes students use rhetoric circles, jigsaw strategies, Socratic Seminars, and close reading in groups to analyze literature. Almost all writing assignments are peer edited as well.</p> <p>In mathematics classes, a technique often used for students to think, reason, and problem solve is a “Group Quiz” in which all group members work together to answer and understand the quiz problems. One person from the group, chosen randomly, will then be called upon to give the answer and explain how the answer was arrived at.</p> <p>The history/social science classes assign many small group projects throughout the year. Students in World History complete the “Countries Project” early in the first semester. This project requires a substantial amount of research on the part of each group member and the group (all members must participate) develops a detailed oral, visual, and written presentation.</p> <p>In the Spanish classes, a favorite project is “The Day of the Dead.” This is not only a project for individuals and small groups within the Spanish classes, but the art classes also complete visual projects for “The Day of the Dead” and the Creative Writing classes write poetry for it.</p> <p>There is a large body of evidence displaying MCAA students’ thinking, reasoning, and problem solving abilities in group and individual activities. While MCAA staff are pleased with the quantity, the quality and the rigor, it is always a “work in progress” and a subject for collaboration efforts among the staff to fine tune and improve the students’ abilities based on results, data, and feedback from current practices.</p>	<p><u>Science class assignment examples</u></p> <p><u>Socratic Seminar Example</u></p> <p><u>Day of the Dead cross-curricular product examples</u></p> <p><u>Written student feedback examples</u></p> <p><u>Report cards data</u></p>
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C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the School-wide Student Goals..*

Findings	Supporting Evidence
<p>Students at MCAA use technology to support their learning in a variety of ways. These include, but are not limited to: students using DVDs to store information and create finished products like videos, animations, commercials, artwork, short films and other productions; students using SmartMusic to both create their own music and edit existing soundtracks; students using lighting equipment for photography projects and theater arts performances; students using Wacom Tablets to assist in drawing on computers; students using MacBooks, Chromebooks, and desktop computers to research and write reports and essays, to look up assignments in various classes, to check grades and missing assignments on Aeries, and to store and submit media projects like Yearbook photos and pages. In addition, students frequently use PowerPoint and Prezi to create and present their projects or knowledge in various subjects. Digital and video cameras are also used regularly by students to learn about and practice the art of photography and videography. Students learn about and practice these two art forms through recording and taking pictures at school events, activities, and performances, and photographing for the distinct purpose of creating the school Yearbook. Smart Boards are used in several classrooms by both staff and students to enhance learning and demonstrate understanding. Students use or assist in the use of sound production equipment for all school performances, presentations, and activities.</p> <p>Student use of technology is extensive and comprehensive at MCAA. The addition of new specific classes in technology use like “Theater Tech” and “Television, Radio, and Social Media Production” are the next step for MCAA.</p>	<p>Student created videos examples</p> <p>Student created animation examples</p> <p>Graphic Arts Portfolio example</p> <p>Yearbook examples</p> <p>Graphic Arts classes poster example (2)</p> <p>Link to Aeries portal</p> <p>Master Schedule</p>

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
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<p>Staff at MCAA provide students with multiple opportunities to use materials and resources beyond the textbook. Representative samples of student work that demonstrate this use of materials and resources were most notably found in English and history/social science classes in which primary documents, books, and digital media are used as part of the curriculum and instruction for the class. Students are able to access these materials either as hard copy provided by the teacher or through the use of the computers, Chromebooks, and through the well-supported district wired and wireless network. The district provides a Google secure network for students that is filtered but not overly restrictive. In addition, high school students have access to Questiaschool.com, a huge online database of books, academic journals, magazines, and newspapers.</p> <p>Science classes also utilize resources beyond the textbook most notably DVD and online videos of scientific experiments and phenomenas. These are examined and analyzed in student work.</p> <p>However, the most extensive experiences and activities that link MCAA students to the real world are found in the student work in visual and performing arts classes, in which 100 percent of students are involved. All of the visual and performing arts classes have a performance or presentation requirement, most often involving real world audiences. All dance, drama, vocal and instrumental music students perform in two or more recitals, productions, or performances each year. Visual art students exhibit their work in shows, contests, and as part of the productions (poster, programs, publicity, sets, etc.) on a regular basis.</p> <p>Student work examples at MCAA that go beyond the textbook and link to the real world are not just found in classroom samples. Participation by MCAA students in community service activities through the Teen Leadership Council, the Excel Club, Friday Night Live, the Acting Company, and dance and drama outreach performances provide the students with links to the real world. On campus students have opportunities to mentor students through the SWAT team, tutor students at lunch time in Math Café, and take part in managing, directing, choreographing, writing, and light designing for school productions.</p>	<p><u>Link to Questiaschool.com</u></p> <p><u>Class assignment examples</u></p> <p><u>Plays, dance and music recitals, art exhibits, musicals, Showcase example photos</u></p> <p><u>Examples of performances and community outreach</u></p> <p><u>MCAA club list</u></p> <p><u>Teen Leadership Council activities</u></p> <p><u>Friday Night Live activities</u></p> <p><u>SWAT team membership and Mission</u></p> <p><u>ASB leadership team activity examples</u></p> <p><u>Student choreography example</u></p> <p><u>Student director example</u></p> <p><u>Starflight examples</u></p>
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Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
<p>All ninth grade students at MCAA take a one-semester class in Careers. The Careers class extensively introduces students to career awareness and the planning and preparation process for a career. Students research a variety of colleges, college degrees, and the professions to which those degrees lead. In addition, students create resumes, apply for jobs, and go through a very realistic mock interview. Students also learn some basic life skills in the Careers class including budgeting, life balance, and work environment skills. College and career planning is further supported by assignments and activities in the core academic classes such as college and scholarship application writing and student lesson presentations.</p> <p>While job shadowing, internships, and apprentices are not required at MCAA, they are encouraged and supported through the counseling office. Students at MCAA can participate in regional occupation programs (ROP) in the tri-county area. Marysville High School ROP classes (Medical and Dental Professions, Agriculture, Early Education, Woodworking, and Graphic Design) are the most feasible for the students to attend.</p> <p>Many students at MCAA participate in community theater at The Acting Company and the Magic Theater. The students are also in high demand to support and perform in a great variety of community events from haunted houses to history days. The counseling office at MCAA publicizes and facilitates students taking classes at Yuba Community College both for career and college-preparation. The Counseling Office provides multiple opportunities to visit college campuses and attend college fairs to learn about post-secondary options.</p> <p>MCAA's college readiness and acceptance data indicates good</p>	<p>Career class syllabus</p> <p>ROP class enrollment data</p> <p>Community Theater Link</p> <p>Community Theater Participation Examples</p> <p>Community College class enrollment data</p> <p>College visit data</p> <p>College presenter data</p> <p>College readiness data</p> <p>College acceptance rate data</p>

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

success and effectiveness in this area but it is still recognized as an important area of growth.	
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ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Based on the rigorous, standards-aligned, college-preparatory curriculum offered at MCAA, staff members have concluded that all students are regularly involved in challenging and relevant learning. Staff base this conclusion on their consistent observation of student work. Some of the ways that this occurs includes: 1) students completing multiple drafts of their work throughout each unit in which the teacher is able to view, discuss, and collaborate on possible revisions; 2) students complete personal reflections on their work looking for possible improvements; 3) students and teachers use peer assessments for observing and evaluating student work. Staff in all disciplines utilize high level questioning and discussions as a direct way of involving students in a challenging learning environment.

MCAA's project-based learning approach offers students the opportunity to apply relevant learning and skills to achieve the academic, and college and career readiness standards. Staff at MCAA ensure that the students understand daily objectives and their relationship to the standards and course outcomes.

MCAA staff effectively differentiates instruction in a variety of ways including but not limited to the integration of technology and multimedia to address student needs. The integration of technology and multimedia in the classrooms at MCAA has had an overwhelmingly positive impact on student learning. Overall student engagement has increased and the level of student work has improved. This is particularly evident in the extremely low incidence of suspension or classroom disruption reports. In addition, the percentage of students earning honor roll has steadily increased over the past three years, and college readiness and acceptance rates have improved.

Student use of technology is extensive and comprehensive at MCAA. Staff at MCAA provide students with multiple opportunities to use materials and resources beyond the textbook. The most extensive experiences and activities that link MCAA students to the real world are found through student work in the visual and performing arts classes of which encompass MCAA's entire student body. The visual and performing arts classes have a performance or presentation requirement, most often involving real world audiences.

A focus of MCAA since its inception has been the integration of the arts into all classrooms and

across all curriculums. Integration of the arts is an instructional strategy used by all staff at MCAA. Staff also rely heavily on lessons that are based on project-based Learning instructional methodology that emphasizes student discovery, application of knowledge, and use of technology for analysis and presentation of data.

At MCAA all staff use coaching strategies that include but are not limited to: reflective coaching, group work, and observation assessments. MCAA students regularly demonstrate that they can apply acquired knowledge and skills at cognitive levels to extend learning opportunities. MCAA students are also given multiple opportunities to organize, access and apply knowledge they have already acquired.

Critical Learner Needs:

1) Focus on improving mathematics achievement

Instructional practices that currently impact mathematics achievement in a positive way:

- Lunch tutoring café by student peers
- After school tutoring five days a week
- Test retakes

Instructional practices that could impact mathematics achievement in a positive way:

- Include critical thinking and problem solving in the classroom with configuring stage spacing and music editing (dance and martial arts)
- Using rhythmic notation to reinforce fractions (Band)
- Set builds and designs that include going from concept to paper to structure using measurements and 3-dimensional geometry (Theater Department)

2) Focus on students needing extra help (low achieving & AP)

Instructional practices that currently impact students needing extra help in a positive way:

- Reading comprehension and development of vocabulary and skills for close reading and expository text to facilitate problem solving
- Teacher mentoring program
- Ninth Block intervention classes
- Study skills class, using time to refocus students on their areas of weakness and provide support
- Smaller classes for AP providing an opportunity for more one on one instruction
- AP online support materials and extra practice workbook included in the new text for Calculus

Instructional practices that could impact students needing extra help in a positive way

- Display videos of movement broken down
- Assign student staff to offer assistance
- Change physical placement within the classroom
- Provide focused instruction on difficult concepts
- Provide online references for difficult material
- AP tutoring

- Identify low achievers and offer outside support from retired staff to work one on one

3) Cross-curricular integration needed, including the arts

Instructional practices that currently impact cross-curricular integration in a positive way:

- Presentation on composers
- Live skits & demonstrations
- Student teacher days; geared towards speech standards
- History and English in reading novels (genocide, WWII, cultural tolerance)
- History and geography in beginning band of music history and era influences
- Social and cultural history in theater
- Rhythmic break down of notation integrates mathematics
- Band and musicians support theater projects
- Major productions are school wide functions
- Make up assignments/ research essays
- Written critics/ compare and contrast prompts

Instructional practices that could impact cross-curricular integration in a positive way:

- Quote analysis from English or creative writing and then choreograph
- Common Academic Vocabulary
- Foreign language (Korean, French, Latin) use in Physical Education and Band
- Provide basic history of Korea in Martial Arts

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

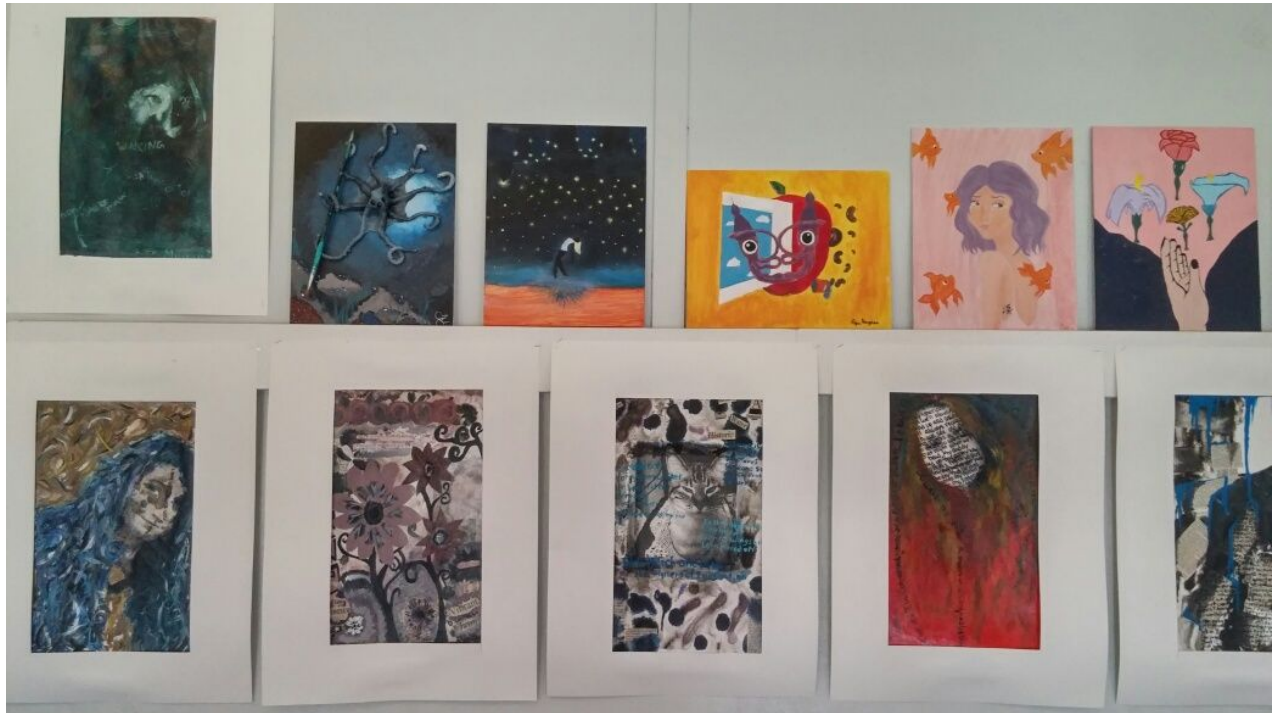
1. Individualized help is provided by staff, peers and outside support.
2. Instruction is facilitated because the school is safe physically and emotionally for students.
3. Professional development is supported by school administration.
4. Project-based learning is a focus of the school. Common Core standards incorporate more project-based learning.
5. Class size in academic subjects is smaller than at a comprehensive high school providing a setting for more individualized help.
6. The arts are infused in most, if not all, classes which helps reach a wider variety of learning styles.
7. The block schedule allows for more in-depth teaching and learning, and allows students time for a study hall if needed, or an extra elective class.
8. There are also many examples of Cross-curricular Integration.

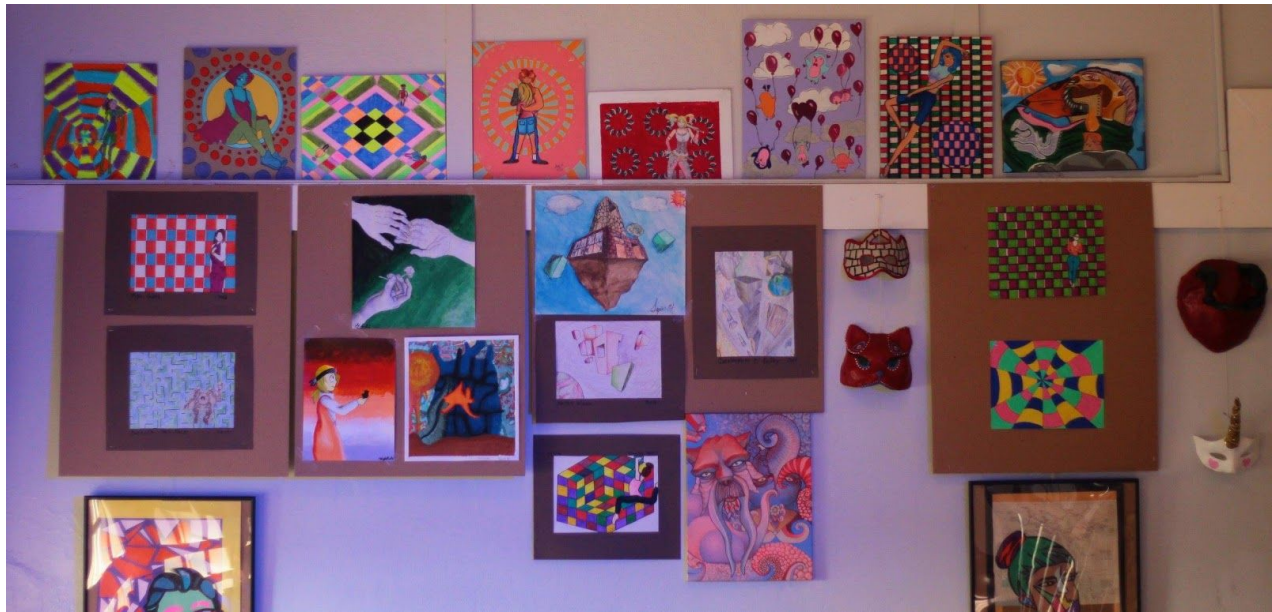
Category C: Standards-based Student Learning: Instruction: Areas of Growth

1. AP class improvements including Saturday test prep; AP workbooks for all AP classes; increased student support and clarification on testing policy.
2. Identify low achievers in all subject areas, not just mathematics, and offer more assistance and support, one on one if possible.

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

3. Maintain and expand collaboration time. Cross-curricular activities throughout the school will be facilitated.
4. Chromebook carts in every classroom including Physical Education classes.
5. Include more options for gifted students especially during Ninth Block when staff most often focuses on interventions.





Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the Schoolwide Student Goals.*

Findings	Supporting Evidence
MCAA staff effectively utilizes a wide variety of assessments with students. Staff in all subject areas regularly administer pre-tests, quizzes, and formative and summative tests. Rubrics are often used to guide students in classroom assignments and	English Benchmark Data Mathematics Benchmark Data

project-based tasks. MJUSD has established district-wide quarterly benchmark testing for all grade levels in English (ELA) and Mathematics. At MCAA, the California Assessment of Student Performance and Progress (CAASPP) is administered annually in 7th, 8th, and 11th grade English and Mathematics courses. The California Standards Test (CST) in science is administered to 8th and 10th grade students and the California English Language Development Test (CELDT) is administered annually to all English Language Learners (ELLs).

Currently staff members utilize the Illuminate program and software to disaggregate benchmark and state testing data to determine achievement levels and which students will need interventions - including disaggregation by ethnicity, socioeconomic status, and students with disabilities. Disaggregated data provided by the California Department of Education through DataQuest is also analyzed on at least an annual basis.

Analysis of performance on how well MCAA students are achieving the Common Core and California State Standards is integrated into the staff's review of district benchmark tests, CASSPP, and CST Science data, as the standards and assessments are now aligned. Staff and School Site Council members annually review progress on MCAA's Schoolwide Student Goals as part of the review and reVision of the school's Local Control Accountability Plan (LCAP) and Single Plan for Student Achievement (SPSA).

In addition, teacher-developed programs (Math Café, after-school tutoring, the mentorship program, and Students Who Are There (SWAT) program have contributed to improved performance on state and district assessments in mathematics and English.

Data collection, disaggregation, and analysis are recognized as essential to improve student performance and achievement. There is also a recognition by leadership and staff that increased collaboration time will significantly facilitate the school's overall assessment process.

[CAASPP Data](#)

[Link to Illuminate website](#)

[CELDT Data](#)

[After-School Tutoring Schedule](#)

[After-School Tutoring Logs](#)

[Mentorship Program Example](#)

[SWAT \(Students Who Are There\) Mission](#)

[Link to Aeries student/teacher/parent portal](#)

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the Schoolwide Student Goals.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, staff, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the Schoolwide Student Goals.*

Findings	Supporting Evidence
<p>MCAA successfully informs its stakeholders about student achievement and creates understanding of its successes and growth areas in a wide range of ways. Governing board members are generally informed through school and district reports but also often visit the school to observe classrooms, talk with staff and students, and view performances and activities. Parents and students are primarily apprised of achievement and progress towards proficiency through the Aeries student information system that is available 24 hours/day, seven days/week. Grade reports are sent home every 4½ weeks and teacher contact is made when students are struggling. Parents, students, and the community are also kept informed by the Parent Newsletters, school website, School Messenger service, e-mail alerts, articles in the local newspapers, and PTSA and School Site Council meetings.</p> <p>In addition, student achievement of the academic standards (as well as college and career-readiness standards) are monitored by the school counselor and reported to students and parents through direct contact and written communication during course selection.</p> <p>staff are kept up to date on student achievement of academic and college and career-readiness standards, and the Schoolwide Student Goals during annual reviews of statewide assessment data, regular departmental collaboration, and monthly staff meetings.</p> <p>Perception surveys indicate general stakeholder satisfaction with MCAA's monitoring and reporting of student progress.</p>	<p>Parent Newsletter</p> <p>PTSA meeting minutes</p> <p>School Site Council meeting minutes</p> <p>CAASPP Data</p> <p>Illuminate Data</p> <p>UC A-G course outlines</p> <p>Link to Aeries student/teacher/parent portal</p> <p>Perception surveys</p>

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the Schoolwide Student Goals, including a sound basis upon which students'

grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the Schoolwide Student Goals, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>MCAA staff effectively use a varied system to determine and monitor the growth of students and their progress towards meeting the academic and college and career-readiness standards. Course mastery is most often determined through chapter assessments, unit project evaluation, and district benchmark proficiency. Procedures for monitoring students' work include utilizing detailed and structured scoring rubrics, formal and informal feedback, and performance- and project-based assessments. Sometimes assessments or projects may integrate more than one content area. For example, the 10th grade English and World History courses have multiple end-of-the-unit writing assignments that overlap in theme or focus. Debates and Socratic Seminars are also used to assess students understanding of cross-curricular themes addressed in their English and World History courses. The Spanish classes conduct a cross-cultural exploration of "Day of the Dead" that involves art, poetry, photography, graphic arts, and history classes in expressive activities and assessments. The cumulative product of the unit results in a school-wide cultural celebration.</p> <p>MCAA staff are primarily responsible for determining student progress and growth within their own classrooms using results from formative and summative assessments, understanding checks, and questioning techniques. Staff use whole class review, small group reteaching, and tiered interventions for struggling students.</p> <p>The school counselor and principal are primarily responsible for overall monitoring of student progress towards graduation and college readiness. The principal and counselor utilize the Student Study Team process as a primary intervention for at risk students. Individual tutoring by a contracted tutor, Math Café, after school tutoring, Ninth Block classes, and student mentoring through the SWAT program are also used as interventions.</p> <p>The school counselor monitors overall course rigor, regularly submitting new courses for UC A-G approval to help ensure that the school thoroughly prepares students for college and</p>	<p><u>Individual course A-G requirements</u></p> <p><u>Chapter Assessment Example</u></p> <p><u>Unit project Example</u></p> <p><u>CAASPP Data</u></p> <p><u>Illuminate Benchmark Data</u></p> <p><u>Scoring Rubric Example (mathematics)</u></p> <p><u>CELDT Data</u></p> <p><u>History and English Collaboration Examples</u></p> <p><u>Socratic Seminar Example</u></p> <p><u>"Day of the Dead" photographs, artwork, and poetry</u></p>

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

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D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Staff employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and staff use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: staff consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
<p>MCAA staff effectively utilize a great variety of appropriate assessments, all of them based on our Schoolwide Student Goals and Common Core, NGSS, and California State Standards. Formative assessments used may include activating prior-knowledge, pre-assessments, exit-slips, warm-ups, quick-write prompts, and spiraling of curriculum. Summative assessments include post-assessments, chapter and unit assessments, final projects and presentations, district benchmarks, and written responses. In visual and performing arts courses, students are assessed through public displays such as gallery exhibitions and art competitions, plays, musicals, dance recitals, martial arts demonstrations, and instrumental and vocal music performances. This year, our Student Leadership team added a bi-quarterly event called Dragon Fest, which features ballet, dance, music, and drama performances, as well as art displays. Holistic assessment may include vertical and horizontal curriculum units, which incorporate a variety of learning modalities, skill level, and content areas.</p> <p>There is common consensus among MCAA staff, expressed through perception surveys and our work together that the quality, quantity, and frequency of our assessment strategies are wholly adequate. There is a strong desire though for additional collaboration time to analyze and make use of assessment data.</p>	<p>District Benchmark Standard Alignment</p> <p>Link to Aeries</p> <p>Project-Based Learning Rubric Examples</p> <p>Spiraling (review of previous work) Example</p> <p>Exit Slip Example</p> <p>Warm-Up Example</p> <p>Unit Pre and Post-Assessment Example</p> <p>Picture gallery including examples of drama productions, dance performances, music festivals, gallery exhibitions, local parades</p>

Demonstration of Student Achievement

D2.2. Indicator: Staff use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
<p>MCAA staff members successfully utilize formative and summative assessments to guide, modify, and adjust curricular and instructional practices. Individual staff and departmental groups regularly evaluate student growth and achievement and make decisions on classroom interventions and instructional modifications.</p> <p>Pre and post CAASPP and benchmark assessment data, as analyzed by our staff, leadership team, and collaborative subject matter teams - reveals the need for additional school-wide interventions such as targeted Ninth Block classes and additional master schedule support classes.</p> <p>Our school is just beginning to utilize Professional Learning Communities (PLCs) and common curricular and cross-curricular assessments, including school-wide rubrics. Currently, departmental teams meet weekly to disaggregate data and determine which students need support and intervention. Mathematics and English have quarterly, standards-based, district-wide benchmark assessments. Other departments are working on the development of common assessments. In all departments, spiraling of curriculum is utilized to assess students learning and re-teach areas of need based on student performance outcomes.</p>	<p>Chapter Assessment Example</p> <p>District Benchmark Data</p> <p>CAASPP Data</p> <p>Common Assessment Example (scoring guides in mathematics; language arts rubrics)</p> <p>Warm-up Example</p> <p>Quick-Write prompt Examples</p> <p>Exit Slip Example</p> <p>Departmental team meeting minutes</p>

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the Schoolwide Student Goals. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students*

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

understand the expected level of performance based on the standards and the Schoolwide Student Goals in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.

Findings	Supporting Evidence
<p>All MCAA staff use dialogue daily with students in their classrooms to determine the students’ understanding of expected levels of performance in relation to preparation for college, career, and life. Classroom instruction most often begins with a discussion of lesson objectives and standards to be addressed, includes multiple checks for understanding, and ends with a summary of what was learned and accomplished. In addition, MCAA staff utilized the 2015-16 School Perceptions Survey to evaluate the extent to which students and parents understand the expected level of performance based on the standards and Schoolwide Student Goals. The survey also analyzes all stakeholder views on demographics, school culture, and academic performance. The highest scoring in the survey included approval of the school’s public image and the feeling of acceptance at the school; the lowest scoring included clear teacher expectations of the students and a lack of feeling by students of being in charge of what is taught in the classroom. Overall, our lowest score fell between a “2” and a “3,” which is classified as between a “disagree” and “neutral” score.</p> <p>LifeTrack senior exit and graduate follow-up surveys also offer data on students’ understanding of the expected level of performance and how it translates to preparation for college, career, and life. MCAA receives a high degree of satisfaction with preparation for college, career, and life on almost all exit and follow-up surveys.</p> <p>Some individual staff also conduct end-of-the-semester course surveys to evaluate student feedback on course curriculum, materials, and teacher performance. In addition, other staff are beginning to conduct anonymous student evaluations of staff to assess teacher performance and their understanding of expected student student goals.</p>	<p><u>Perception Survey Results</u></p> <p><u>LifeTrack Survey Data</u></p> <p><u>Individual Teacher Survey Example (end of course and anonymous)</u></p>

D3. Using Assessment to Monitor and Modify the Program School-wide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the Schoolwide Student Goals. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Indicators with Prompts

School-wide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
<p>All stakeholders at MCAA are involved in varying ways and to varying degrees in assessing and monitoring student progress. MCAA staff has the highest and deepest involvement with collecting and analyzing data on student achievement. The district assists the schools in gathering data, provides tools for analysis, and facilitates the development and administration of quarterly and end of the year assessments. The district also manages the Aeries student information system that provides the primary mechanism for students and parents to monitor student progress. The governing board receives regular reports from the schools on student progress on all assessments and ensures alignment of school goals with student achievement needs through approval and monitoring of the LCAP and SPSA. Parents also participate in the monitoring of student progress through the School Site Council and PTSA. The community is kept apprised of school progress through local publicity outlets and the required school reports such as the School Accountability Report Card (SARC). Parents and the community also play a significant role in the assessment of the school and student achievement through their involvement and attendance at our many school productions, performances, and presentations.</p> <p>Involving all stakeholders in assessing and monitoring student progress has had a very significant impact on the continuous</p>	<p>Link to Illuminate</p> <p>Link to Aeries Portal</p> <p>SARC</p> <p>School Board Report</p>

improvement process at MCAA.	
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Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
<p>All content area staff at MCAA have participated in professional development and training on Common Core Standards in English and mathematics. As a result a number of curriculum-embedded assessments have been added or modified to help the school make decisions and changes in curricular and instructional approaches. For example, all classes including physical education classes include writing assignments and assessments that are standards-based. Often a common rubric is used to evaluate the assignment/assessment, for instance a speech/presentation rubric used by both English and history/social science classes. Science and history/social science classes will often include assignments and assessments that require standards-based mathematical skills or concepts such as analysis and manipulation of data in the form of charts or graphs. In visual arts classes an assignment requires the inclusion of specific geometrical shapes in the finished product.</p> <p>Staff at MCAA have made satisfactory progress on the examination and analysis of standards-based curriculum-embedded assessments but it is certainly an area of growth as it is for many schools as the transition to Common Core standards progresses. Increased collaboration time is seen as the key to improvement in this area. This year, MCAA has modified the schedule to include more Ninth Block classes, which when effectively used, will increase instructional time for intervention, as well as department collaboration time.</p>	<p>Common mathematics chapter assessment example</p> <p>Unified Writing Rubric (English - in process of developing)</p> <p>Common rubric examples</p> <p>CAASP Data</p> <p>Illuminate Data</p> <p>LCAP</p> <p>SPSA</p> <p>EL redesignation data</p>

<p>Other standardized assessments (Smarter Balanced, SAT, ACT, EAP, etc.) are effectively analyzed by the entire school and are used as the basis to make decisions and changes in curricular and instructional approaches. The evidence of this is clearly explained in our LCAP and SPSA goals and objectives.</p> <p>MCAA's population of English Learners may be small but their needs are not overlooked or minimized. They are fully integrated into class assignments, projects, and assessments. Data for them is disaggregated whenever possible and instruction is modified accordingly. All staff are trained in Sheltered Instructional practices and utilize them regularly. Interventions such as tutoring, mentoring, and partnering are commonly used with EL students as well. MCAA's redesignation percentages indicate a high level of success with our approach.</p> <p>The leadership team has proposed the creation of a school-wide data-analysis team to support staff in all content areas with information and suggested changes in curricular and instructional practices with struggling students.</p>	
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School-wide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
Assessment results drive changes to school programs, choice of and involvement in professional development, and resource allocation. The most powerful evidence of this effective use of assessment results is in the actions and objectives of our LCAP and SPSA. Both of these plans, which incorporate previous School-wide Action Plan goals, are key to MCAA's results-driven, continual improvement process. All stakeholders participate in this improvement process, either in	CAASPP Data Illuminate Data AP Exam Data MJUSD Professional

<p>direct analysis and design like staff and administration, or in monitoring and modifying as parents, students, and board members.</p> <p>Over the past six years, new and additional staff members have been added in ELA, mathematics, science, history/social science, visual and performing arts, and counseling. New classrooms have been added and existing facilities upgraded. Specific professional development has been offered such as in project-based learning, Professional Learning Communities, transition to Common Core standards, and Advanced Placement instruction. New technology has been acquired and training provided. All of these initiatives and program changes came as a result of the collection and analysis of assessment and perception data. MCAA has a strong tradition of being responsive to its stakeholders and their Vision and Mission.</p> <p>MCAA administration has been committed to a results-driven, continual process of improvement since the school's inception. Most recently, assessment data from district benchmarks and CAASPP has been analyzed to determine the need to adopt a new English curriculum. A district-wide Curriculum Adoption Committee is now in the process of piloting a variety of English curriculum options, including Study Sync and Collections. Also, staff and students used perception data to determine that class sets of Chromebooks in every English and mathematics classroom are an effective strategy for integrating technology.</p> <p>MCAA's PTSA has also recently initiated a process to allocate funds to meet teacher requests for individual curriculum needs based on assessment data.</p> <p>MCAA staff, in reviewing the most recent statewide assessment data, have concluded that more opportunities need to be made available to further support both struggling and gifted students.</p>	<p><u>Development Summary</u></p> <p><u>Perception Survey Results</u></p> <p><u>Staff Meeting Agendas</u></p> <p><u>District English curriculum committee schedule</u></p> <p><u>PTSA donation requests</u></p>
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D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent,*

and relevant curriculum.

Findings	Supporting Evidence
<p>MCAA uses a collaborative, data-driven process to review and assess each of its program areas. Data from annual statewide and quarterly benchmark assessments in English and mathematics is reviewed and analyzed by the entire staff as well as content area groups to determine effectiveness of curriculum and instruction.</p> <p>In addition, to evaluate the effectiveness of course homework and grading policies, mathematics and English departments are developing common assessments and unified rubrics. Department collaboration is also being used to promote vertical alignment through the grade levels to support and build upon student learning. Horizontal alignment is also a focus of collaboration at MCAA, especially in terms of cross-curricular integration between visual and performing arts and core curriculum classes as well as with other content areas (i.e. mathematics and science, history/social science and English).</p> <p>The school counselor and principal are primarily responsible for evaluation of student progress towards completion of graduation requirements, credits, and overall course completion success. The counselor is also primarily responsible for monitoring the school's offering of classes that meet UC A-G requirements. A number of class outlines have been updated recently and new classes added in mathematics, visual and performing arts, and English. Advanced Placement courses currently offered include English Language and Literature, Environmental Science, Studio Art, and Calculus with more options planned to further increase the rigor and diversity of our school curriculum.</p>	<p>UC A-G list</p> <p>Graduation requirements</p> <p>CAASP Data</p> <p>Illuminate Data</p> <p>Course Descriptions</p> <p>Honor Roll Data</p> <p>Common Rubric Development (English)</p> <p>Common Assessments and Rubric Development (Mathematics)</p>

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
<p>MCAA absolutely follows all district, state, and national policies for secure test administration. MCAA staff members are trained and have signed affidavits to proctor CAASPP,</p>	<p>Link to web-based teacher training to proctor CAASPP</p>

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

<p>district benchmarks, PSAT, and Advanced Placement assessments. The staff members chosen to administer these assessments is based on which courses they teach and if there is a need for a modified administration environment. Students at MCAA use unique login names and passwords to access CAASPP and Illuminate assessments. Staff and administration are responsible for the daily, safe securing of test documents, student passwords, login information, and technology in the classroom. The administrative staff also supports staff in establishing a secure environment through monitoring, scheduling, and distribution of student password and login information.</p>	<p><u>Link to teacher training to proctor Illuminate assessments</u></p> <p><u>Affidavit example</u></p> <p><u>District information for CELDT administration</u></p>
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ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs

Summary (including comments about the critical learner needs)

MCAA staff effectively utilizes a wide variety of assessments with students. Staff in all subject areas regularly administer pre-tests, quizzes, and formative and summative tests. Rubrics are often used to guide students in classroom assignments and project-based tasks. Data collection, disaggregation, and analysis are recognized as essential to improve student performance and achievement. There is also a recognition by leadership and staff that increased collaboration time will significantly facilitate the school's overall assessment process.

MCAA successfully informs its stakeholders about student achievement and creates understanding of its successes and growth areas in a wide range of ways. MCAA staff effectively use a varied system to determine and monitor the growth of students and their progress towards meeting the academic and college and career-readiness standards.

MCAA staff effectively utilize a great variety of appropriate assessments. All of them are based on our Schoolwide Student Goals and Common Core, NGSS, and California State Standards. There is common consensus among MCAA staff, expressed through perception surveys and our work together that the quality, quantity, and frequency of our assessment strategies are wholly adequate. There is a strong desire though for additional collaboration time to analyze and make use of assessment data. MCAA staff members successfully utilize formative and summative assessments to guide, modify, and adjust curricular and instructional practices. Individual staff and departmental groups regularly evaluate student growth and achievement and make decisions on classroom interventions and instructional modifications.

All stakeholders at MCAA are involved in varying ways and to varying degrees in assessing and monitoring student progress. Involving all stakeholders in assessing and monitoring student progress has had a very significant impact on the continuous improvement process at MCAA.

All content area staff at MCAA have participated in professional development and training on Common Core Standards in English and mathematics. As a result a number of curriculum-embedded assessments have been added or modified to help the school make decisions and changes in curricular and instructional approaches.

Assessment results drive changes to the school program, choice of and involvement in professional development, and resource allocation. The most powerful evidence of this effective use of assessment results is explained in the actions and objectives of our LCAP and SPSA. Both of these plans, which incorporate previous Schoolwide Action Plan goals, are key to MCAA's results-driven, continual improvement process. All stakeholders participate in this improvement process, if not in direct analysis and design like staff and administration, then in monitoring and

modifying as parents, students, and board members.

MCAA uses a collaborative, data-driven process to review and assess each of its program areas. Data from annual statewide and quarterly benchmark assessments in English and mathematics is reviewed and analyzed by the entire staff as well as content area groups to determine effectiveness of curriculum and instruction.

Critical Learner Needs

Focus on improving mathematics achievement:

In our school district, there are established benchmarks for English and mathematics, including the CAASPP (summative) and Illuminate (formative) benchmark assessments. In addition to common district benchmarks, our mathematics curriculum also administers common chapter assessments. Data from these common assessments is used to guide future instruction, determine which concepts must be spiraled back into curriculum to be retaught, best teaching practices of staff, and identification of struggling students in need of interventions. Our school offers a variety of teacher-developed programs (Math Café, after-school tutoring, the mentorship program, and SWAT [Students Who Are There]), which have shown to increase performance in state, and district assessments in mathematics. In mathematics, course mastery may be determined through chapter assessments, completed homework, student participation in class activities, and district benchmarks.

On average, class sizes for mathematics courses are between 20-30 students. Smaller class sizes as well as our current range of available options for intervention (teacher-developed programs, after-school tutoring, the mentorship program, and SWAT), enable our school to identify and support students with various layers of intervention. These interventions include Math Café, Ninth Blocks, after-school mathematics tutoring labs, study skill classes and classroom pull-out (where students work on fundamental skills with a retired mathematics teacher) during non-core classes. The mathematics department will continue to focus on development of common assessments, calibrated grading and effective analysis of student data.

Focus on students needing extra help (struggling and AP)

Struggling students may be identified through the benchmarks; furthermore, specific classes are designated to identify and support students (Mathematics Support, Study Skills, retired mathematics educator, and after-school tutoring). In terms of further supporting both struggling students and gifted students, more opportunities need to be made available. To support our AP students, further student achievement of the academic standards (as well as college and career-readiness standards) are met and monitored by our school counselor and through curriculum demands of individual course A-G requirements. In the arena of A-G requirements, our school continues to add new courses, which have submitted curriculum plans and are in the process of approval for A-G requirements, ensuring the ability of our school to prepare students for college and careers.

In order to support both struggling students and advanced placement (AP) students within the

school, the staff administers benchmark exams and analyzes CAASPP data. The staff also utilizes Illuminate software to disaggregate data and determine which students will need interventions including breakdowns by ethnicity, socioeconomic status, and students with disabilities. In addition, teacher-developed programs (Math Cafe, after-school tutoring, the mentorship program, and SWAT [Students Who Are There]) have shown to increase performance in national, state, and district assessments in mathematics and ELA. Additional means of supporting students may manifest through the varied assessment processes utilized within our school. For example, staff implement holistic assessments that may include vertical and horizontal curriculum units incorporating a variety of learning modalities, skill levels, and content areas. Through formative and summative assessments, student growth, achievement, and possible intervention may be evaluated by individual staff members. The Illuminate software (acting as a formative district benchmark) provides a portal for students to take online assessments, but also disaggregates data for staff to analyze the strengths and shortcomings of student work. Parents may also access the benchmark testing results through the CDE website, as well as through their Aeries accounts and Illuminate portals.

In addition, stakeholders are made aware of overall student achievement through the Aeries parent and student portal. Staff supports students through various means of communication including monthly schoolwide newsletters, the school website, all-calls, PTSA meetings, School Site Council meetings, and automatic email alerts via the Aeries Portal. Furthermore, gates such as minimum grade requirements, course summative and formative assessments, and tiered intervention for struggling students, are in place to prevent students from proceeding to the next unit.

Our school also utilizes professional learning communities (PLCs) and collaborative subject matter teams in order to analyze the need and direction for intervention as a school. At least two collaborative teams meet weekly. One focus of collaborative team meetings is to develop the spiraling of curriculum, in order to assess student learning and re-teach areas of need based student performance outcome. In department teams, data may be broken down by specific standards to identify student strengths and weaknesses. The use of Illuminate further supports this, as it allows the staff to disaggregate data. Staff also used the school survey to assess student perception on student success. The lowest scoring on the survey included “clear teacher expectations of the students and a lack of feeling in charge of what is being taught in the classroom.” This reveals that students would feel more successful if they had a better understanding of teacher expectations as well as more control of the curriculum in the classrooms.

Focus on cross-curricular integration, including the arts

MCAA strives to incorporate the arts into all content areas and further develop cross-curricular integration. Formative assessments are an area which the infusion of the arts and the integration of other curriculum are utilized. Some formative assessments may include activating prior-knowledge, pre-assessments, exit-slips, warm-ups, quick-write prompts, spiraling of curriculum, and project-based learning. Performance assessments also enable students to demonstrate comprehension through artistic expression, drama (skits and enactments), music, and

dance. The use of technology in the classroom also enables further integration of the arts and other curriculum content areas. Our school provides ChromeBook carts in almost every classroom, supporting the use of technology on our campus. In terms of curriculum, the new science, social studies, and mathematics standards have built-in English-based standards, supporting cross-curricular integration. Course mastery may also be determined through cross-curricular collaboration; for example, the 10th grade English and World History courses have collaborated for end-of-the-unit assessments, in which students wrote essay responses to a history-based writing prompt. In addition, the Spanish courses conduct a cross-cultural exploration of the “Day of the Dead” through art, poetry, photography, graphic arts, and history. The cumulative product of this unit resulted in a school-wide cultural celebration. English 10 has used public-speaking modalities (such as debates and Socratic Seminars) to assess cross-curricular themes addressed in the English curriculum and their World History course. Through collaboration, individual departments are focusing on developing horizontal and vertical alignment to further promote cross-curricular integration.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

1. The student survey from 2016 provides both parent and student feedback regarding whether or not students understand the level of performance, as expected by the standards and Schoolwide Student Goals. The survey also revealed student expectations for staff and administration. In the survey, the highest scoring in the survey included approval of the school’s public image and the feeling of acceptance at the school.
2. The staff reflects on the overall effectiveness of assessment results (including how results influence changes in the school program, professional development activities, and allocation of resources) through the benchmarks and AP exams.
3. Students use unique log-ins and passwords to access CAASPP and Illuminate; staff members are trained to proctor CAASPP, Illuminate, and CELDT assessments. Staff are responsible for safely securing test documents, student passwords, login information, and technology in the classroom.
4. Student assessments also take the form of project-based-learning opportunities and student performances; often, the projects incorporate the arts, creativity, and cross-curricular integration. Our students enjoy the opportunities to express knowledge through the arts and holistic versus formal assessment models.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

1. Development of Horizontal - as well as vertically aligned - assessments which focus on the essential standards within each class.
2. Continued work with all stakeholders to update our Schoolwide Student Goals.
3. Build more time into our school schedule for intervention and collaboration.
4. Development of common assessments within content areas.
5. The utilization of a more systematic approach to the use of formative assessments, which in turn, can be used to guide instruction. This includes the opportunity of reteaching, slowing down the pacing, and providing of additional practice with a particular concept the class may be having difficulty with - including scaffolding.
6. The development of a well calibrated department-wide grading system. By further implementing common grading practices, students transferring between classes and educators will have a more seamless transition, as well as a developed understanding of teacher expectations in the class. This need was outlined in the end-of-the-year student survey.
7. The continued development of a system of interventions to assist students struggling in a class. This may be achieved by successful implementation of the twice weekly Ninth Block classes, which target struggling students in core academic classes.
8. Continuing professional development related to developing and utilizing effective formative and summative assessments (particularly focused on CAASPP).





Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

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

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

Findings	Supporting Evidence
<p>MCAA staff and students employ multiple strategies to reach out to and facilitate the involvement of families, businesses, service clubs, and the community in general in the learning and teaching process at the school. A primary vehicle for this outreach and involvement is our Parent Teacher Student Association (PTSA). MCAA’s PTSA actively encourages parent involvement in a wide variety of volunteer activities at the school in both arts and academic areas. From committee membership to set construction and costume creation to facilitating classroom donations, parents have numerous possibilities to fulfill the minimum of 20 volunteer hours a year/family that is encouraged of parents to contribute. In addition, MCAA has an active music booster group that has the specific goal of providing financial support to the instrumental and vocal music programs. The School Site Council is another dynamic vehicle for parent, student, and staff involvement that engages members in decision-making on the school’s learning and teaching process.</p> <p>To communicate effectively with the school community, MCAA utilizes a school website and Facebook page, a monthly newsletter, automated messages through School Messenger, and direct phone and email contact. The newsletter and all important school communications are printed in both English and Spanish. The PTSA and other school groups also maintain websites and Facebook pages for communication. Parents and students are also provided with an online portal, Aeries.net, which provides 24 hour access to check progress in each academic class.</p> <p>To reach out to the local community, MCAA actively advertises the school through the local paper and radio, and participates in many outreach activities. MCAA dance, drama, musical theater, martial arts, vocal and instrumental programs all present frequent and numerous programs at local schools, service clubs, and community events. The school’s Excel Club, a service club affiliated with the local Exchange Club, is one of the most active clubs on campus with over 50</p>	<p><u>PTSA Minutes</u></p> <p><u>School Site Council agenda and meeting minutes examples</u></p> <p><u>New Student Application</u></p> <p><u>Link to PTSA website</u></p> <p><u>Link to Music Boosters Facebook page</u></p> <p><u>Link to School website</u></p> <p><u>Link to School Facebook page</u></p> <p><u>Parent Newsletter Examples</u></p> <p><u>Link to Aeries Portal</u></p> <p><u>Community Outreach Examples</u></p> <p><u>Excel Club Activities</u></p> <p><u>Translated school communication examples</u></p> <p><u>Redesignation Data</u></p> <p><u>Graduation Rate Data</u></p>

members. Excel Club members regularly volunteer at a multitude of community events and entertain at local care centers.

While MCAA recognizes a need to cultivate more community partnerships, it does have strong relationships with a local music business that has donated several thousand dollars of instruments and advocates regularly for the arts in schools. MCAA also partners with the local Yuba/Sutter Arts Council for exhibitions, demonstrations, contests, and performances. And MCAA works closely with Yuba Community College on college class enrollment, placement testing, financial aid, and college-preparation activities.

Parents of non-English speaking and special needs students at MCAA are effectively involved in the teaching and learning process in a variety of ways. As mentioned above, important school communications are printed in Spanish and also in Hmong. Translators are available in both languages as needed for meetings or general contact. The principal makes a special effort each year through direct outreach, to encourage parents of non-English speaking students to participate in the School Site Council and District Advisory Committees. The school counselor and psychologist are meticulous in making sure that parents are notified of IEP and 504 meetings, supported in the process, and made aware of their rights and options. MCAA staff members follow all guidelines and any curriculum modifications to make sure students are receiving the necessary support to be successful in school. In addition, MCAA has a Para Educator that works with students with IEP's or 504 Plans on a daily basis. The strongest evidence of the success with English Learners and students with disabilities is contained in our excellent graduation and redesignation rates.

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
<p>MCAA does a satisfactory job of employing business and community resources to support and extend student learning. The school counselor facilitates several visits each year to regional colleges and universities and to an annual college fair at the local community college. The counselor works closely with Yuba and Butte Community Colleges for class enrollment, placement testing, financial aid, and college-preparation activities. The counselor also brings in numerous representatives from colleges, art schools, technical schools, the armed forces, and community organizations to make school and classroom presentations. The Economics teacher has a local financial advisor visit the Economics classes to talk with students about planning their future.</p> <p>We often partner with local sound and lighting professionals for school performances and utilize local musicians to partner with our students for live orchestra support of our musicals. Graphic arts students produce all of the posters and publicity items for our performances and are sometimes contracted by community agencies or businesses for similar projects. Staff bring in parents and community members whenever possible to judge or participate in culminating project activities. The Ellis Island simulation for U.S. History classes is a good example. All of the visual and performing arts classes are performance based and generally culminate in a public performance, recital, or exhibition.</p> <p>Field trips have been limited in the last few years for economic and safety reasons but 8th grade girls participate in an annual science and mathematics career fair. Several dance, vocal, and instrumental music students participate regularly in Disney sponsored competitions and training. Also, many</p>	<p>Yuba College enrollment data</p> <p>College visit data</p> <p>College representative visit data</p> <p>Performance poster examples</p> <p>Ellis Island Project information</p> <p>Field trip examples</p>

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

<p>drama students attend the Oregon Shakespeare Festival to learn about careers in the arts.</p> <p>This is recognized as an area of growth for MCAA, especially in regard to partnerships with local business and employers.</p>	
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E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: 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.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
MCAA has a strong record of implementing policies and committing resources to ensure a safe, clean, and orderly environment that encourages and nurtures learning. Internet safety at MCAA is managed by the district Technology Department. A secure, K-12 education version of Google Chrome is used as the primary internet browser. All student use of technology is monitored and any misuse, such as attempts to access inappropriate websites, use of offensive language, cyber threats, etc. are brought to the immediate attention of the principal. Social media is monitored as well for inappropriate posts in regard to students or staff. School administration strongly supports immediate student reporting of any inappropriate behavior and has an anonymous bullying and behavior communication vehicle on its website. MCAA promotes a strong culture of acceptance and inclusion, which supports its safe and nurturing environment. Student mentoring, tutoring, and conflict management is provided by the Students Who are There (SWAT) team. The Associated Student Body (ASB) sponsors an annual Anti-Bullying Summit for 7th graders, participates in the local Tobacco Coalition, provides seminars on the dangers of drugs, alcohol, and tobacco, and organizes multiple school spirit and	Technology Use Agreement School Bullying Resources Link to Bullying Report form SWAT membership and purpose statement MCAA Club List ASB activity examples Healthy Kids Survey Data LifeTrack Survey Data Perception Survey Data

<p>involvement activities. There are also a variety of school clubs on campus that focus on inclusion. These include Gay Student Association (GSA), the Multicultural Club, the Prayer Club, and the Environmental Club.</p> <p>Emergency procedures for all types of scenarios are in place at MCAA and practiced on a regularly scheduled basis. The school, district, and local agencies use the Catapult system to communicate during emergencies. Staff at MCAA utilize positive behavior classroom management practices to ensure that all students are able to participate in a nurturing learning environment. Data from the Healthy Kids Survey, Senior Exit survey, and stakeholder perception surveys clearly support the conclusion that MCAA is a safe and nurturing learning environment.</p>	
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High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<p>MCAA stakeholders feel strongly that an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences has been established and maintained at the school. Staff members work hard at creating and sustaining a positive environment that promotes high academic and behavioral expectations for and strong character development in students. There is no specific, universal positive behavior program in place at MCAA. Instead curriculum, instructional practices, student programs and activities all embrace recognizing and celebrating creativity, diversity, group and individual effort and achievement. School clubs also promote acceptance, tolerance, and respect of others. School wide assemblies as well as</p>	<p>Staff Mentoring Form</p> <p>SWAT membership and purpose</p> <p>MCAA student clubs list</p> <p>Perfect attendance list</p> <p>Honor Roll lists</p> <p>Attendance data</p>

<p>outreach activities are in place to promote and celebrate a variety of cultures. Staff enforce school-wide behavioral policies that are clearly stated in the student handbook and mentoring and tutoring programs are in place to provide academic and behavioral support for students.</p> <p>MCAA student suspension, expulsion, and truancy rates are very low especially when compared to district, county, and state averages. MCAA's attendance rate is almost always the highest in the district for secondary and elementary schools. Nearly three-fourths of the student body earns honor roll each semester and the rate of students leaving the school for academic reasons is negligible.</p> <p>As a school for the arts, MCAA has a mandate to create an environment that supports creativity and celebrates diversity. All stakeholder perception surveys and senior exit surveys support this notion of MCAA as a school with a supportive, caring, environment with high expectations for all of its students.</p>	<p><u>SST form</u></p> <p><u>Black History Month information</u></p> <p><u>CalTrans Diversity Day Performance</u></p> <p><u>Community Outreach Examples</u></p> <p><u>Student Handbook</u></p>
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Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
<p>There is strong evidence that an atmosphere of trust, respect, and professionalism has been established at MCAA.</p> <p>Administration, especially in the last three years, has made a distinct effort to increase the amount of collaboration time for all staff members and create a participatory leadership structure. These efforts are clearly apparent in both the LCAP and SPSA as time and resources for staff collaboration is an objective in both plans. Administration and leadership team</p>	<p><u>Leadership meeting agendas</u></p> <p><u>Collaboration team agendas/minutes</u></p> <p><u>School Site Council minutes</u></p> <p><u>LCAP survey</u></p>

members also recently completed professional development on Professional Learning Communities.

Additionally, the school has been involved the last two years in an extensive process of review and revision of the Mission and Vision Statements and School-wide Student Goals. This process is ongoing and involves all stakeholders including parents, students, and governing board members. All stakeholders have also participated in the development and monitoring of both the LCAP and the SPSA. From perception surveys and community meetings to review and approval of the annual plans, all stakeholders are involved.

Staff members at MCAA feel increasingly empowered and trusted. Administration is providing more support and time for professional development. Classroom observations are recognized as a way to provide professional feedback and support. Collaboration time with departments and as a whole staff is set aside to discuss any issues and concerns. The school leadership structure has been refined so that all staff members are encouraged to and have the mechanism to express their concerns and to suggest changes when there is a need.

[Ninth Block collaboration schedule](#)

[MJUSD Professional Development list](#)

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
<p>MCAA has a broad range of support services in place and available that effectively assist its students. Academic, post-secondary, and career counseling is primarily provided by the school counselor. In addition, the counseling department brings in representatives from regional colleges and universities, the business community, and the local community college to assist students in planning and preparing for their future. A full schedule of field trips to colleges, college fairs, career area conferences and coaching are also offered by the counseling office and individual staff members.</p> <p>Each student at MCAA creates an individualized learning plan that guides and informs their decisions leading to their post-secondary goals. The academic counselor reviews these plans at least annually with all students and ensures that they are on track for 8th grade promotion, high school graduation, and post-secondary plans.</p> <p>MCAA also has a full spectrum of support services for its special needs students and any student struggling academically. A part-time RSP teacher, paraeducator, and school psychologist guarantee that students with Individual Education Plans (IEPs) and 504 Handicapping Condition Plans receive all services to which they are entitled and MCAA staff make sure to follow these plans. The school has a strong</p>	<p><u>College visits summary</u></p> <p><u>College representative presentations</u></p> <p><u>Learning Plan Information</u></p> <p><u>Staff Mentoring Form</u></p> <p><u>SWAT Mission</u></p> <p><u>SST Form</u></p> <p><u>SST Examples</u></p> <p><u>SST Intervention Examples</u></p> <p><u>Bullying anonymous reporting form</u></p> <p><u>Tutoring Services list</u></p>

<p>Student Study Team (SST) process in place, managed by the school counselor and school psychologist, that moves quickly and effectively to support any student struggling academically. A comprehensive array of tutoring and mentoring programs are available for intervention and support. Staff mentors are routinely assigned to students identified as academically struggling.</p> <p>The school psychologist is also available for immediate student support when a mental issue, physical issue, or crisis arises. Referrals to community agencies, social services, and specialists are made by administration, counselor, and/or school psychologist when appropriate.</p>	
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Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
<p>MCAA's Mission and Vision incorporate a personalized approach to learning and encourage alternative instructional options. MCAA is, by design, a small school with lower student to teacher classroom ratios than any school in the district and most public schools in the state. These two factors in themselves create a more personalized educational experience for our students. In addition, our staff prides itself on connecting with and supporting students. The effectiveness of this personalized approach is evident in all of our stakeholder perception surveys.</p> <p>MCAA staff implement a variety of strategies in the classroom to accommodate different styles of learning. Again by design, MCAA's primary instructional approach has always been project-based learning, an instructional approach</p>	<p><u>Mission Statement and Vision Statements</u></p> <p><u>Student/teacher ratio data</u></p> <p><u>Perception survey data</u></p> <p><u>Project-based product examples</u></p> <p><u>Collaborative performance example</u></p> <p><u>Tutoring schedules and examples</u></p>

<p>that actively engages students in the curriculum and encourages them to apply what they know to address real world problems.</p> <p>Students often work in teams using digital tools to create high quality collaborative products and presentations. In addition, the visual and performing arts classes regularly work as small learning communities to create powerful dramatic, movement, and musical productions.</p> <p>MCAA staff members collaborate departmentally and across subject areas to investigate and implement the best practices connecting students with curriculum content. In addition, staff work with counselors and parents to create individual learning plans that include specific accommodations when needed.</p> <p>Intervention support staff provide assistance to students identified as having special needs. This includes one-on-one or small group assistance throughout the school day. Individual and small group tutoring is available before and after school as well as at lunch time. Staff also use formative and summative assessment scores to gauge the effectiveness of teaching strategies and to make changes and provide alternative learning options as needed.</p> <p>Students in Advanced Placement classes are tutored, encouraged to form study groups, and provided with weekend opportunities to practice for exams. Support and opportunities for gifted and advanced students are recognized as areas of growth for the school.</p>	
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Support Services and Learning – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the Schoolwide Student Goals, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.*

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.

Findings	Supporting Evidence
<p>MCAA administration, counseling, and classroom staff effectively use a great variety of ways to identify student learning needs. The Aeries student information system provides classroom performance information to parents, students, and staff. In addition, grade progress reports are sent home to parents and reviewed by administration and counseling every four and half weeks. Students struggling in classes, grades of D or F, are identified and interventions are immediately suggested or reviewed for effectiveness.</p> <p>Within each classroom, staff evaluate student achievement using a variety of assessment strategies that include formative and summative testing, homework, and in-class activities. Project-based assignments, performances, and standardized test scores are also used to identify student learning needs and aide in implementing intervention strategies.</p> <p>Staff and parents help identify students who are struggling so interventions can efficiently be put in place. Student Study Team (SST) meetings and teacher conferences are held to review data, discuss student success, and create interventions to support students needs. Follow-up meetings are scheduled to re-evaluate student performance and needs. Additionally, departments review student academic progress quarterly using the D and F lists to identify students who may need intervention or additional support. Students who are identified as needing help are provided peer mentoring, tutoring, and additional help from support staff. Effective instructional strategies are also shared among staff to support groups of struggling students.</p> <p>All staff members are highly qualified staff and able to provide in class support and targeted instruction to students identified as English Learners (EL), Gifted and Talented (GATE), and Special Education. Push-in support is also</p>	<p><u>Link to Aeries portal</u></p> <p><u>Progress Report Example</u></p> <p><u>D and F list examples</u></p> <p><u>SST Form</u></p> <p><u>SST strategy examples</u></p> <p><u>GATE Identification forms</u></p> <p><u>Tutoring Schedule</u></p>

provided by paraeducators to students identified with special needs. The para-educators communicate regularly with classroom staff to facilitate success.	
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Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
<p>MCAA's counselor and principal regularly examine class offerings and enrollments with input from staff, students, and parents. The school solely offers a college-preparatory track so all class offerings most often have a proportional demographic distribution. As a small school offering a comprehensive curriculum, occasionally a scheduling conflict will result in a demographic proportion anomaly. Every effort is made to build a master schedule that meets the interests and desires of our students and parents and is consistent with teacher qualifications and available resources. Enrollment in honors and Advanced Placement (AP) classes doesn't always reflect demographic proportionality but is progressing towards it.</p> <p>Students at MCAA are provided an academically challenging education through a rigorous sequence of coursework. High expectations are set for all students regardless of academic, or socio-economic background. Students are encouraged to have specific grades and follow a course sequence to enter honor and AP courses, however an appeal and recommendations process is in place for students to complete a higher level course for which they have not met the minimum prerequisites. Students at MCAA are also given ample information about courses offered at the local community college including how to register for them and their impact on</p>	<p>College-prep sequence at the high school level</p> <p>Master Schedule</p> <p>AP class enrollment data</p> <p>Honors class enrollment data</p> <p>Community College enrollment data</p> <p>Ninth Block Class offering examples</p> <p>Course request process</p> <p>New student orientation presentation</p> <p>Four Year Plan example</p>

<p>graduation and post-secondary plans. A substantial number of students take advantage of these courses over the summer and throughout the school year. MCAA class schedules are regularly modified to allow students to attend Community College classes.</p> <p>Additionally all new students attend an orientation before enrolling at MCAA where the rigors of the school are discussed in detail and students are encouraged to take full advantage of the support opportunities available to them. Before and after school tutoring, Math Café during lunch, as well as study hall and mathematics support classes built into the master schedule are all opportunities available to provide students with additional time, support, and resources to be successful.</p>	
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Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the Schoolwide Student Goals.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and Schoolwide Student Goals. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<p>MCAA prides itself on its students' involvement in curricular and co-curricular activities. All students are enrolled in visual and performing arts classes and most, if not all, of these classes prepare for culminating performances, recitals, or exhibitions. In addition, with more time for staff collaboration, more academic and arts classes are participating in cooperative activities to support projects and endeavors such as the "Day of the Dead," and "Ellis Island" simulation.</p> <p>At MCAA, a high percentage of students are involved in local arts organizations such as dance and martial arts studios, community orchestras, and acting companies. These</p>	<p><u>Graphic arts portfolio example</u></p> <p><u>Ellis Island simulation example</u></p> <p><u>Day of the Dead examples</u></p> <p><u>Disneyland Performing Arts Workshops for dance and music examples</u></p>

experiences allow students to expand on the curricular skills acquired at MCAA. The school also does an extensive amount of community outreach such as choir and band performances, parades, school visits, and Fairy Tale theater productions. These activities allow students to showcase their talents in real-life situations. School field trips such as the Disneyland performing arts workshops, Jazz Band competitions, and Music in the Park (Great America) also provide standards-based opportunities for students to link academic and College and Career Readiness Standards as well as Schoolwide Student Goals.

MCAA also has a rich and active student involvement in club, class, and leadership activities. Students are encouraged and supported in participating in clubs, athletic lunchtime activities and lunch time student performances, all as a means of building a collaborative, inclusive school-wide culture. All staff and many other staff members serve as club and class advisors at MCAA helping to promote this positive school culture. While there are currently no official studies of the level of involvement of all students in a variety of activities, the very low rate of discipline instances in and out of class, the high percentage of students earning honor roll, a minimal existence of any kind of bullying, and the high rate of college entry, all indicate a strong culture of active, standards-based participation in curricular and co-curricular activities at MCAA.

[Music in the Parks information](#)

[Recognition and Awards for MCAA programs](#)

[School Calendar](#)

[Music Week programs](#)

[Lunch time athletic tournament information](#)

[Dragonfest performance schedule](#)

[Local Talent Competition examples](#)

[Strings community performances examples](#)

[French Night program](#)

[Student Club List](#)

[Excel club activity examples](#)

[Teen Leadership Council membership and activities](#)

[Fairy Tale Theater student outreach performance information](#)

[Yearbook example pages](#)

[Newspaper example](#)

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Critical Learner Needs:

- 1) Focus on improving mathematics achievement**
- 2) Focus on students needing extra help (low achieving & AP)**
- 3) Cross-curricular integration needed, including the arts**

MCAA staff and students employ multiple strategies to reach out to and facilitate the involvement of families, businesses, service clubs, and the community in general in the learning and teaching process at the school. To communicate effectively with the school community, MCAA utilizes a school website and Facebook page, a monthly newsletter, automated messages through School Messenger, and direct phone and email contact. The newsletter and all important school communications are printed in both English and Spanish. MCAA fosters a strong parent and school network. Families are encouraged to be active participants in all aspects of the school, including the academic and artistic process. MCAA does a satisfactory job of employing business and community resources to support and extend student learning. This is accomplished primarily by participating in a variety of community events. While MCAA strives to expose students to local professionals, this is an area that can be improved in order to introduce students to post-secondary applications.

MCAA has created an environment that promotes and nurtures an inclusive community where students feel accepted and safe (Critical Learner Need 2). Procedures are also in place to address the safety and well-being of all students. Staff members are actively involved in supporting students in all aspects. By creating a culture that expects high levels of student achievement, MCAA has established itself as a leader in achieving academic and artistic standards. MCAA stakeholders feel strongly that an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences has been established and maintained

at the school.

There is strong evidence that an atmosphere of trust, respect, and professionalism has been established at MCAA. Administration, especially in the last three years, has made a distinct effort to increase the amount of collaboration time for all staff members and create a participatory leadership structure. As members of a professional learning community, staff strive to work in an effective, collaborative manner in order to successfully meet the needs of all learners (Critical Learner Need 3). This includes openly communicating with all stakeholders. A variety of services are in place to ensure students receive adequate personal, social, and academic support. This includes peer support, academic counseling, and the school psychologist.

MCAA has a broad range of support services in place and available that effectively assist its students. In an effort to meet the needs of all students, the staff implements a variety of strategies and accommodations to ensure the content is effectively connecting with students. MCAA's Mission and Vision incorporate a personalized approach to learning and encourage alternative instructional options. MCAA is, by design, a small school with lower student to teacher classroom ratios than any school in the district and most public schools in the state. These two factors in themselves create a more personalized educational experience for the students. Parents are also an integral part of the academic process and are included in all aspects of the educational process (Critical Learner Needs 1 & 2).

MCAA staff implement a variety of strategies in the classroom to accommodate different styles of learning. Again by design, the primary instructional approach has always been project-based learning, an instructional approach that actively engages students in the curriculum and encourages them to apply what they know to address real world problems.

To determine the needs of the students the staff analyze a variety of data. Once the data is assessed, services are then provided by either on-campus staff, MJUSD district, or Yuba County office of Education as deemed necessary. All students at MCAA have access to a rigorous curriculum, including attending the local community college. Support is provided to aid in the success of all students regardless of academic ability, socioeconomic status, and /or student background (Critical Learner Needs 1 & 2).

Students at MCAA are provided an academically challenging education through a rigorous sequence of coursework. High expectations are set for all students regardless of academic, or socio-economic background. MCAA prides itself on its students' involvement in curricular and co-curricular activities. All students are enrolled in visual and performing arts classes and most if not all of these classes prepare for culminating performances, recitals, or exhibitions. MCAA also has a rich and active student involvement in club, class, and leadership activities. Students are encouraged and supported in participating in clubs, athletic lunchtime activities and lunch time student performances, all as a means of building a collaborative, inclusive school-wide culture. Besides participating in school sponsored activities, many MCAA students are enrolled in outside programs that serve to complement and enhance their performance skills. By establishing a culture that encourages students to explore a variety of endeavours, both artistically and academically, MCAA graduates will be better prepared for both artistic and professional fields (Critical Learner Need 3).

Prioritize the strengths and areas for growth for Category E.

**Category E: School Culture and Support for Student Personal and Academic Growth:
Areas of Strength**

1. MCAA has a strong record of community outreach and involvement.
2. MCAA has a high percentage of student and parent involvement in school activities.
3. MCAA has an accepting and diverse student community.
4. MCAA has an effective student leadership team that facilitates excellent student involvement in school-wide activities.
5. MCAA has a number of teacher and student tutoring programs in place.
6. MCAA has a high graduation rate and excellent overall student preparedness for college.
7. MCAA staff has made excellent efforts to integrate academics and the arts.
8. There is open communication between students and staff.
9. MCAA students have an excellent attendance rate.

**Category E: School Culture and Support for Student Personal and Academic Growth:
Areas of Growth**

1. MCAA needs to incorporate local business professional involvement.
2. MCAA staff need more PD to help transition to Common Core Standards.
3. MCAA needs more collaboration among staff to better support a variety of student learners.
4. MCAA needs to provide more support for AP classes.
5. MCAA needs to continue to increase mathematics support opportunities to ensure students' understanding.
6. MCAA will continue to improve in communicating with EL families.
7. MCAA needs to expand cultural awareness within the school that involves the community.
8. MCAA needs to expand efforts to incorporate cross curricular instruction across a variety of subjects to include the arts.
9. MCAA needs to continue efforts to utilize data to analyze academic, social and cultural needs, proficiencies and concerns.
10. MCAA needs to improve online reporting (using Catapult system) and following set procedures during lockdown and disaster drills.



Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Increase time, support, and resources for collaboration
- Continue to improve facilities
- Increase opportunities for intervention and support for both struggling and advanced students
- Provide more opportunities for professional development in Advanced Placement, English Learner instructional strategies, PLC, research-based instructional strategies, effective data analysis, and new content standards transition
- Continue efforts to utilize data to analyze academic proficiencies, social and cultural needs and concerns
- Continue to update and expand student access to technology, including Chromebook carts in every classroom and Smart Boards in all mathematics and science classrooms
- Improve teacher communication of expectations of the students and student “ownership” of classroom instruction
- Expand and improve community and business outreach and connections
- Improve communication with the Hispanic community, especially families of English Learners
- Expand efforts to incorporate cross curricular instruction across a variety of subjects to include the arts



Chapter V: School-wide Action Plan

MCAA's administration, leadership team, and School Site Council annually ensure that the school's Single Plan for Student Achievement (SPSA) is aligned with the school's Local Control Accountability Plan (LCAP).

Tasks	Persons Responsible	Timeline	Resources Needed	How will we Evaluate our progress in reaching this goal
Goal 1: Student Achievement in Mathematics will improve by 3% annually.				
Review concepts through warm-ups and exit slips	Math Team/ Principal	Ongoing	N/A	Observations, student exit slips
Retired math teacher will tutor struggling math students	Math and Classified Teams and Tutor	2017-20 school years	\$28.00 per hour for retired teacher up to \$8,960.00	CAASPP exam data, benchmark data, formative exam data
Math teachers will collaborate using student data and common formative assessments to determine effective practices. They will reevaluate and implement new plans when needed.	Math team	2017-20 school years	Collaboration time	CAASPP exam data, benchmark data, formative exam data
Math teachers will provide after school tutoring.	Math team	2017-20 school years	Extra Duty Pay	Math tutoring schedule and student tutoring logs.
Math teachers will observe each other at least once during the year.	Math Team	2017-20 school years	Substitute teacher cost	Math team observation notes
Professional development for math teachers on AVID strategies, PLCs, High Quality	Math teachers/ Principal	2017-20 school years	Substitute teacher and training cost.	Professional Development Agendas

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

Instruction, and on effectively using technology for instruction.				
District curriculum specialist will help disaggregate data, analyze, and share with teachers.	Principal and Cur. Specialist	2017-20 school years	Collaboration time	Math PLC Agendas/Minutes
The principal and the district curriculum specialist will monitor and coach the math teachers.	Principal and Cur. Specialist	2017-20 school years	N/A	Observation and feedback notes.
Math teachers will utilize the Carnegie online support program with students.	Math Teachers	2017-20 school years	Annual support fee	PLC team meeting agenda or minutes
Math teachers collaborate to create 7-12 progression of power standards.	Math teachers	2017-18 School year	Collaboration time	Power Standards document
Math teachers collaborate to create common curriculum maps aligned to their standards.	Math teachers	2017-19 school years	Collaboration time	Curriculum Maps

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

<p>Goal 2: Add additional teacher collaboration time and provide professional development for teaching staff in order to improve overall student academic achievement</p> <p>Teachers will develop more cross-curricular integrated lessons and units including but not limited to arts integration using collaboration time and PLC teams.</p> <p>Staff will disaggregate student assessment and other data in order to plan for interventions, support, and instructional modifications at our collaboration meetings.</p> <p>Substitute teachers will be used to provide additional collaboration time beyond monthly staff meetings and ninth blocks.</p> <p>District curriculum specialist will help with data analysis, instruction, and collaboration.</p> <p>Professional development for teachers (project-based learning, curriculum integration, arts education, AP development, high quality instruction, professional learning communities, AVID strategies, technology, ELL support, and Illuminate)</p>	All teachers	2017-20s chool years	Collaboration Time	PLC team agendas or minutes, lesson and unit plans, observations.
	All Staff	2017-20s chool years	Collaboration time	PLC team minutes/agenda, increased A-G completion rate of 2% each year, increased ELA proficiency rate on the CAASPP of at least 2% each year.
	Principal/ Principal's Secretary	2017-20 school years	Substitute teacher costs	Substitute teacher logs and PLC meeting minutes with date and time.
	English and Math teachers/ Cur. Specialist	2017-20s chool years	Collaboration Time	PLC team minutes/agenda and student achievement data
	All teachers and principal	2017-20s chool years	Cost of professional development	Professional Development agendas
	All visual	2017-20 school	Collaboration time	PLC team

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

Review, create, and refine assessments and assessment methods for the fine and performing arts. Tie to portfolios, culminating projects, and Career Pathways (Professional) program.	and perform. arts teachers	years	and substitute teacher costs.	minutes/agendas and developed rubrics and assessments. Student portfolios and Pathways program completion data.
Teachers collaborate to create 7-12 progression of power standards.	All academic teachers	2017-19 school years	Collaboration time	PLC team minutes/agendas and power standards documents.
Teachers collaborate to create common curriculum maps aligned to their standards.	All academic teachers	2017-20 school years	Collaboration time	Curriculum maps.
Objectives will be clearly stated and posted for each class.	All Teachers	2017-20 school years	N/A	Observations and student surveys.
Teachers meet to analyze student work and formative assessment data to identify individual student needs and plan interventions including scaffolding and utilization of various school supports.	All Teachers	2017-20 school years	Collaboration time	PLC team minutes/agenda, increased A-G completion rate of 2% each year, increased ELA proficiency rate on the CAASPP of at least 2% each year and improved overall student achievement.

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

<p>Goal 3: Increased focus of resources on students needing extra help - both struggling (low achieving) and students in Honors and AP classes.</p> <p>Continue to provide multiple field trips to universities and performing arts schools.</p> <p>Maintain or increase the number of college representative visits to MCAA</p> <p>Develop and implement a plan to improve student self-evaluation of academic and school-wide student goal achievement.</p> <p>Students can articulate what they are learning and set goals to meet the learning targets.</p> <p>Staff members Identify at-risk students and target interventions for them.</p> <p>Utilize the ninth block classes in order to reinforce and extend learning for all students including those in Honors and AP classes.</p>	Counselor	2017-20 school years	Field trip and substitute teacher cost	Field trip logs, increased A-G completion rate of 2% each year.
	Counselor	2017-20 school years	N/A	College visitation log, increase A-G completion rate of 2% each year.
	Leadership Team	2017-18 school year	Collaboration time	A developed plan, student self evaluation document, and surveys
	All teachers and all students	2017-20 school years	Collaboration time	PLC team minutes/agendas, observations, and student surveys.
	All staff	2017-20 school years	Collaboration time	Lower rate of students achieving below proficiency on the CAASPP exams.Maintain low discipline suspension rate.
	All Staff	2017-20 school years	Collaboration Time	Ninth block class lists and attendance logs. AP passage rate will improve by 3% each year..
	Classified Team and math	2017-20 school years	Collaboration Time	Math café attendance

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

Provide a math café, during lunch, for students needing extra help in math at least once per month.	teachers			records. Lower rate of students achieving below proficiency on the math CAASPP exam.
	Principal and EL coordinator	Ongoing	Extra duty pay for EL Coordinator	ELAC agendas and attendance logs
Form an ELAC committee when enrollment mandates it and utilize the committee to improve parent communication.	Classified Team and all staff	2017-20 school years	Collaboration Time	Mentor Tracking Sheets, improved academic achievement as reflected in students' grades.
Provide adult mentors for struggling students and all foster students.	All teachers	2017-20 school years	Collaboration Time	PLC team minutes/agendas, improved state test score proficiency rates in English by 2%, math by 3%, and science by 1% each year.
Teachers use a variety of instructional strategies to teach academic vocabulary in all content areas (including a common math and science language).				

Goal 4: A plan will continue to be implemented that will allow for the addition or improvement in facilities. Save funds each year in order to add a staff workroom and an intervention room. Continue to offer additional elective and academic classes and class sections to the master schedule. Continue to plan and pursue funding for a new performing arts theater. Continue to update and expand student access to technology, including chromebook carts in nearly every classroom and Smart Boards in all mathematics and science classroom.				
	Principal and Leadership Team	2017-20 school years	\$100,000.00	School budget/ addition of workroom and intervention room to the campus.
	Principal/ Counselor	2017-20 school years	Cost of additional teacher time.	Master schedule
	Leadership Team	2017-20 school years	Collaboration Time	District long range facility plan
	Leadership Team	2017 - 20	Cost of technology purchases	Inventory Lists

Follow-up Process:

MCAA's follow up process is to annually update all stakeholders on progress on each of the goals and action items of the SPSA and the LCAP. MCAA staff will analyze progress on the goals and disaggregate and analyze all achievement and performance data gathered on at least an annual basis. Information and feedback provided by surveys and direct interaction will be used to revise the school goals on an annual basis.



Appendices:

A. Timeline of self-study process

October 2015	Update Chapter 1 (Student/Community Profile) and Chapter 2 (Progress Report)
February 2016	Principal and Self-Study Coordinator Attend WASC Self-Study Training
October 2015	Staff begins Mission/Vision review and analysis of achievement data
March/April	Leadership Team continues analysis of data and makes

2016	recommendation to staff on Critical Areas of Need
May 2016	Staff and Stakeholders review and approve recommended Critical Areas of Need
April 2016	Principal and Self-Study Coordinator Attend WASC Self-Study Training
April 2016	Staff continue work on Mission/Vision
April/May 2016	Focus and Home Groups begin meeting and working
August 2016	Staff and stakeholders continue work on Mission/Vision
August-October 2016	Focus and Home Groups continue meeting and working
September 2016	Principal, teacher, and Self-Study Coordinator participate in WASC Self-Study Webinar
October 2106	Leadership Team attends PLC training conference
October/Nov. 2016	Leadership Team works on Vision Action Plan consulting and reviewing with all stakeholders
Nov. 2016-Jan. 2017	Self-Study is revised, refined, and prepared for printing
November 2016	PLC teams are formed and begin work
March 2017	WASC Visiting Committee at MCAA

B. Results of student questionnaire/interviews

[Link to Results of Perception Surveys](#)

C. Results of parent/community questionnaires

[Link to Results of LCAP Survey](#)

[Link to Results of Perception Surveys](#)

D. Master schedule

MCAA 2016/17 MASTER SCHEDULE							Highlighted Classes Are EVEN Blocks	
TEACHER		1 st /2 nd Block 7:55-9:30	Break 9:30-9:45	3 rd /4 th Block 9:45-11:15	Lunch 11:15-11:55	5 th /6 th Block 11:55-1:20	7 th /8 th Block 1:30-2:50	
BARRERA	17	STUDY HALL		ENGLISH 7		PREP	STUDY HALL	
	14, 15, M-1	ENGLISH 7 CHOIR (M-1)		CAREERS BEG CHOIR (M-1)		ENGLISH 7 KEYBOARDS	CAREERS KEYBOARDS	
BROWN	21	CHOIR (M-1) MATH 7		KEYBOARDS INT MATH 2		VOCAL ENSEMBLE (15) MATH 8	PREP PREP	
	3 18	MATH 7 STUDY HALL		MATH 7 PREP		INT MATH 2 ENG 10 HONORS ENG 10	MATH 7 PAINT/DRAW (3)	
DORNFELD	19	ENG 10 HONORS ENG 10		PAINT/DRAW (3) SPANISH 1		PAINT/DRAW (3) SPANISH 2	ENG 10 HONORS ENG 10 SPANISH 2	
	4	SCIENCE 7 CHEMISTRY		PREP CHEMISTRY		SPANISH 1 SCIENCE 7 CHEMISTRY	SCIENCE 7 SCIENCE 8	
HASTEY	14					PREP KEYBOARDS I	VOCAL TECH	
HOOD-SAVA	18 19	INTERMEDIATE STRINGS 9-12 (19) ADVANCED MATH		ADVANCED STRINGS (18) INT MATH 1		BEGINNING STRINGS 7/8 (18) AP CALCULUS	SONGWRITING/ MUSIC THEORY (19) INT MATH 1	
	12	STUDY HALL ADVANCED DRAMA		PREP STUDY SKILLS 7		STUDY HALL INTRO DRAMA	ADVANCED MATH INTER. DRAMA	
MARKS	10	INTRO. DRAMA BIOLOGY		STUDY SKILLS 7 BIOLOGY		PREP BIOLOGY	STUDY SKILLS 7 PHYSICS	
MATHEWS	5	PHYSICS PREP		HEALTH INT MATH 3		PREP INT MATH 2	HEALTH MATH 8	
	13	INT MATH 1		MATH SUPPORT		MATH 8	MATH 8	

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

TEACHER		1 st /2 nd Block 7:55-9:30	Break 9:30-9:45	3 rd /4 th Block 9:45-11:15	Lunch 11:15-11:55	5 th /6 th Block 11:55-1:20	7 th /8 th Block 1:30-2:50
McDAID-MORGAN	7	AP ENG LANG ENG 12		ENGLISH 8 MUSICAL THEATER		AP ENG LANG ENGLISH 8	ENGLISH 8 PREP
MCDOWELL	6	EARTH SCIENCE		EARTH SCIENCE		SCIENCE 8	PREP
PLUMMER	15 M-1	SCIENCE 8 PREP		YEARBOOK NEWSPAPER BEG BAND		GRAPHIC ARTS BEG. GUITAR (M-1)	GRAPHIC ARTS CONCERT BAND (M-1)
RAMIREZ	8	ADVANCED GUITAR ENG 11 HONORS ENG 11		BEG BAND (M-1) ENG 11 HONORS ENG 11		DRUMLINE (M-1) PREP	JAZZ BAND (M-1) CREATIVE WRITE/ ADV CREATIVE WRITE
SCHARGUS	MYCC	ENG 09 HONORS ENG 09 DANCE BASICS		ENG 09 HONORS ENG 09 DANCE III/III		ENG 09 HONORS ENG 09 TAP DANCE 1	CREATIVE WRITE/ ADV CREATIVE WRITE TAP DANCE 2
TEJADA	11	BEG BALLET HISTORY 8 PREP		DANCE I,5 HISTORY 8 HISTORY 8		ADVANCED BALLET HISTORY 7 HISTORY 7	YOGA/PILATES HISTORY 7 STUDY HALL
VANDERPLOEG	MYCC			ADV MARTIAL ARTS ADV MARTIAL ARTS		ADV MARTIAL ARTS INTERMEDIATE MARTIAL ARTS	BEG MARTIAL ARTS BEG MARTIAL ARTS
WEISGERBER	3 20	PAINT/DRAW PHOTO (20)		PAINT/DRAW PREP		ADV PAINT/DRAW AP ART PHOTO (20)	PHOTO (20) VIDEO ANIMATION (20)
YOCUM	9	CIVICS/ECON PREP		CIVICS/ECON WORLD HISTORY		WORLD HISTORY U.S. HISTORY	WORLD HISTORY U.S. HISTORY

E. Approved AP course list

Calculus AB

English Language and Composition

English Literature and Composition

Environmental Science

Studio Art: 2-D Design

Studio Art: 3-D Design

Studio Art: Drawing

F. UC A–G approved course list 2016-17

History/Social Science (“a”) 2 years required

Civics/American Government

Modern World History

US History/Geography

English (“b”) 4 years required

AP English Language and Composition

AP English Literature and Composition

English 9

English 9 Honors

English 10

English 10 Honors

English 11

English 11 Honors

English 12

English 12 Honors

Mathematics (“c”) 3 years required, 4 years recommended

Advanced Mathematics

Algebra 1

Algebra II

AP Calculus AB

Geometry

Integrated Mathematics1

Integrated Mathematics2

Integrated Mathematics 3

Laboratory Science (“d”) 2 years required, 3 years recommended

AP Environmental Science

Biology

Chemistry

Physics

Language Other Than English (“e”) 2 years required, 3 years recommended

French 1

French 2

French 3

Latin 1

Latin 2

Latin 3

Spanish 1

Spanish 2

Spanish 3

Spanish 4

Visual and Performing Arts (“f”) 1 year required

AP Studio Art: Drawing

Art 2

Art 3

Beginning Drama

Concert Band

Concert Choir

Graphic Design

Guitar 1/Classical to Contemporary

Intermediate/Advanced Drama

Jazz Band

Painting/Drawing 1

Photography

College-Preparatory Elective (“g”) 1 year required

Advanced Creative Writing

Earth Science

Economics

G. Additional details of school programs:

Marysville Charter Academy for the Arts Professional Pathways Certificate Program

Beginning with the 2008-2009 school year, the Marysville Charter Academy for the Arts began offering unique certificates to eligible seniors who complete a designated course of study and demonstrate a high degree of proficiency in one or more areas in the Arts, Media, and Entertainment career technical sector.

There are three identified pathways in the Arts, Media, and Entertainment sector:

- 1) Media and Design Arts**
- 2) Performing Arts**
- 3) Production and Managerial Arts**

Students receiving the Certificates will have demonstrated a special commitment to their chosen professional pathway. The Certificate acknowledges to colleges and employers this commitment and advanced level of proficiency. Students are encouraged to identify a specific pathway to pursue as early as possible in their educational program at MCAA but especially during their ninth grade year to make sure all class and performance requirements can be met by their senior year.

Students are always encouraged as well to take classes outside their chosen professional pathway to broaden their experience and knowledge base. The requirements for the three identified pathways are included in the Professional Pathways Certificate Handbook. Students should maintain their own portfolios of work which demonstrate proficiency in identified areas. Official transcripts serve as the record of classes completed. Seniors should work with their counselor and chosen mentor to verify eligibility and to schedule Final Projects, Presentations, and performances.

H. School Quality Snapshot

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

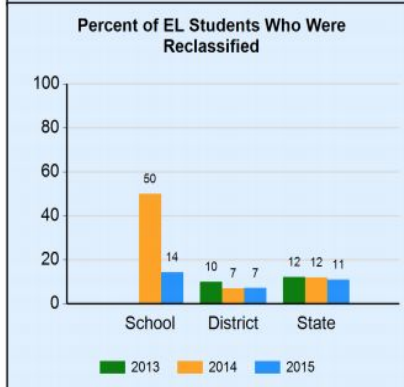
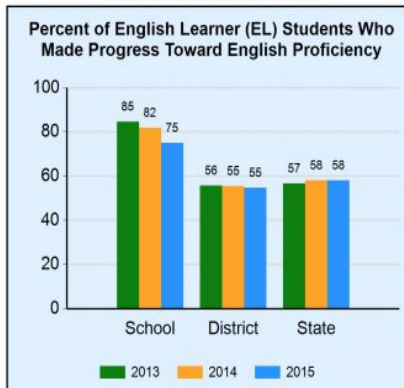


Address:
1917 B St.
Marysville, CA 95901

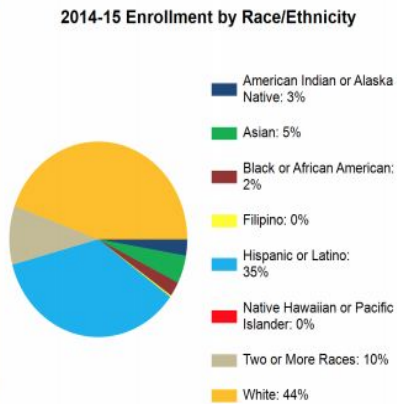
Local Control Funding Formula (LCFF) State Priorities Snapshot 2015-16 Reporting Marysville Charter Academy for the Arts

County-District-School Code: 58-72736-5830138
District: Marysville Joint Unified
Grades Offered: 7-12

Student Achievement



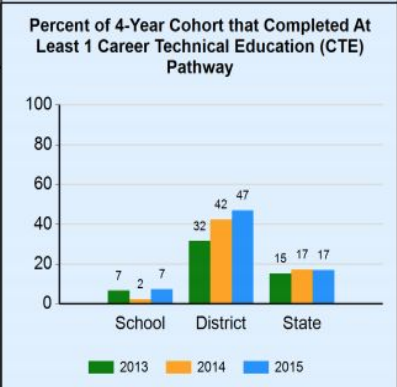
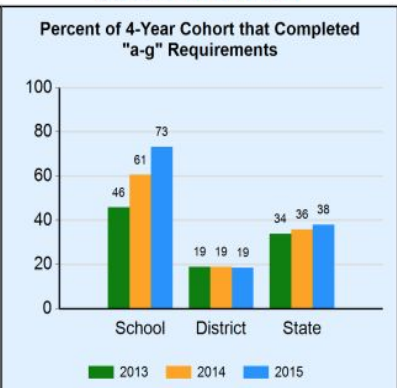
Enrollment (374)



2014-15 Enrollment by Program Eligibility

English Learner (EL)	8 (2%)
Foster Youth (FY)	0 (0%)
Socioeconomically Disadvantaged (SED)	179 (48%)
Students With Disabilities (SWD)	16 (4%)

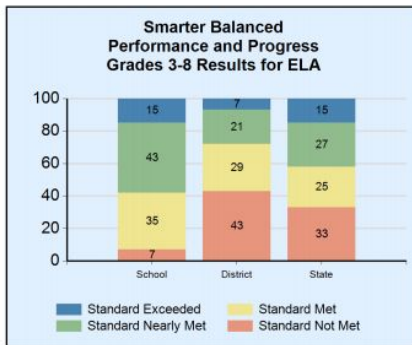
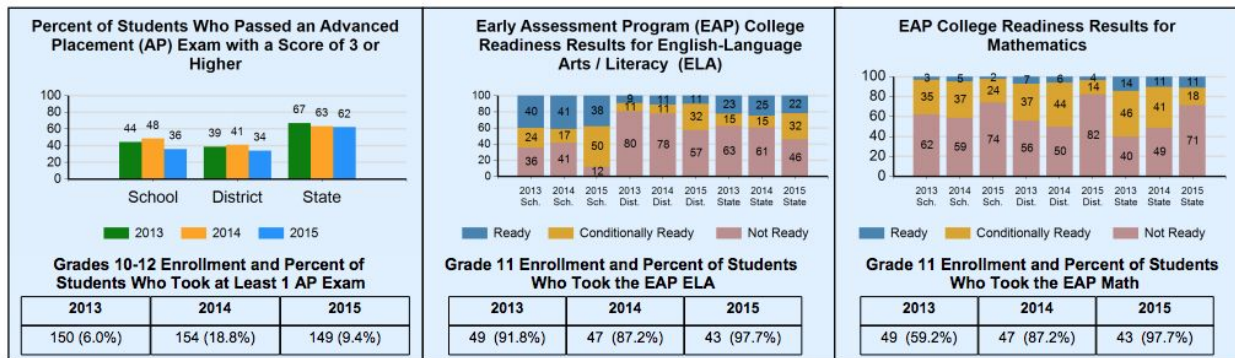
Student Achievement



Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

Student Achievement: Schoolwide

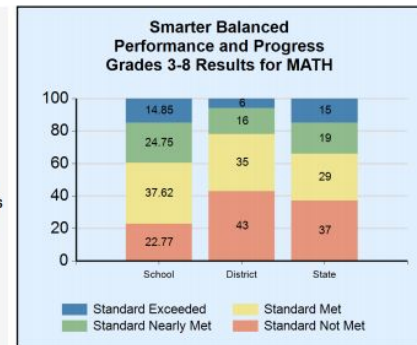
(Marysville Charter Academy for the Arts)



Note: The first administration of the Smarter Balanced Assessments in ELA and mathematics occurred in the spring of 2015. Therefore, only one year of Smarter Balanced data are available.

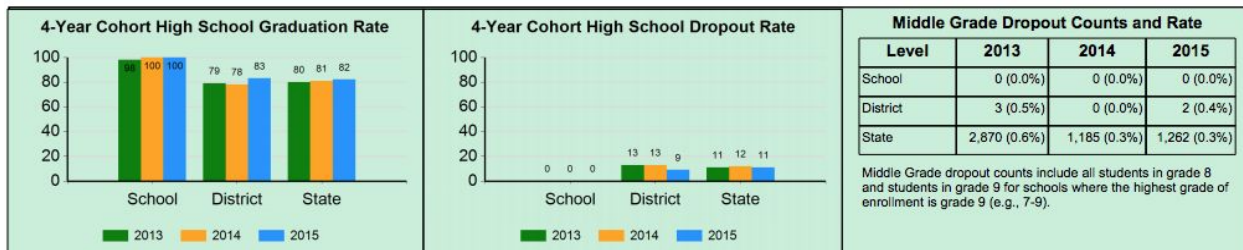
All grade eleven students who participate in the Smarter Balanced Assessments receive EAP results.

For grade eleven, the Smarter Balanced EAP results are contained in the EAP tables. "Ready" on the EAP is equivalent to scoring "Standard Exceeded" on Smarter Balanced. Similarly, "Conditionally Ready" on the EAP is "Standard Met" and "Not Ready" on the EAP is "Standard Nearly Met" or "Standard Not Met" on Smarter Balanced.



Student Engagement: Schoolwide

(Marysville Charter Academy for the Arts)



School Climate

Number and Percent of Students Suspended				Number and Percent of Students Expelled			
Level	2013	2014	2015	Level	2013	2014	2015
School	11 (2.7%)	12 (2.9%)	11 (2.6%)	School	1 (0.24%)	0 (0.00%)	0 (0.00%)
District	1,190 (10.9%)	986 (9.3%)	896 (8.4%)	District	70 (0.64%)	59 (0.56%)	59 (0.56%)
State	329,370 (5.1%)	279,383 (4.4%)	243,603 (3.8%)	State	8,266 (0.13%)	6,611 (0.10%)	5,692 (0.09%)

Current law requires local educational agencies to annually update their local control and accountability plans (LCAPs), which contain approximately 26 data elements. The State Priorities Snapshot provides three years of data for those elements where state-level data are available. However, not all measures have three years of data. For example, foster youth data are only available for 2014 and 2015; therefore, only two years of foster youth data are displayed where applicable.


There are three main areas emphasized in the State Priorities Snapshot: Student Achievement, Student Engagement, and School Climate. The year identified in the charts refer to the end of the academic school year. For example, the year "2014" represents data for the 2013-14 academic school year.

For detailed information on each data element, including calculations methods, please view the Glossary at <http://www.cde.ca.gov/snapshot>.

I. Link to School Accountability Report Card (SARC):

[Marysville Charter Academy for the Arts
2015-16 School Accountability Report Card](#)

J. CBEDS school information form

		1.1 Enrollment - Primary Status by Subgroup							
Academic Year: 2015-2017 View: Snapshot		LEA: Marysville Joint Unified School Type: ALL School: ALL				User ID: rdech.5872736 Create Date: 11/24/2016 12:19:14 AM Print Date: 11/28/2016 8:02:27 AM			
School Code	School Name	Primary Enrollments	Transitional Kindergarten (TK)	English Learners	Title III Eligible Immigrants	Gifted and Talented Education	Title I Part C Migrant	Special Education	Socio-Economically Disadvantaged
6056626	Anna McKenney Intermediate	548	0	91	5	25	8	78	465
6056634	Arboga Elementary	479	0	90	4	11	1	47	329
6099014	Browns Valley Elementary	179	8	3	1	0	0	12	55
6056659	Cedar Lane Elementary	528	15	219	3	1	9	83	508
6056667	Cordia Elementary	125	0	16	0	0	1	10	84
6056733	Covillaud Elementary	527	25	97	3	18	3	65	416
6056675	Dobbins Elementary	45	2	0	0	0	0	6	41
0119362	Edgewater Elementary	476	1	131	4	12	0	38	323
6056683	Ella Elementary	599	24	280	1	0	3	66	564
6056691	Foothill Intermediate	207	0	6	0	8	0	31	100
6056709	Johnson Park Elementary	359	14	130	6	1	5	43	323
6056774	Kynoch Elementary	673	20	86	3	4	6	96	581
6056717	Linda Elementary	680	23	267	13	6	9	104	647
5830013	Lindhurst High	1094	0	279	18	74	15	159	949
6056725	Loma Rica Elementary	97	4	8	0	2	0	24	62
5830138	Marysville Charter Academy for the Arts	381	0	13	0	64	2	7	192
0131599	Marysville Community Day	70	0	10	1	0	1	7	60
5835202	Marysville High	916	0	83	4	90	10	110	608
5872736	Marysville Joint Unified	247	0	26	0	6	1	33	194
6056741	Olivehurst Elementary	558	26	189	4	4	5	68	490
5830096	South Lindhurst Continuation High	121	0	26	0	2	1	11	102

K. Graduation requirements

• English	40 Credits
• Algebra 1	10 Credits
• Mathematics	20 Credits
• Life Science	10 Credits
• Physical Science	10 Credits
• Other Science	10 Credits
• World History	10 Credits
• United States History	10 Credits
• Civics (American Government)	5 Credits
• Economics	5 Credits
• Fine Arts/Foreign Language	10 Credits
• Physical Education	20 Credits
• Vocational Education	10 Credits
• Careers	5 Credits
• Health (State Requirements)	5 Credits
• Electives	40 Credits
• Total	220 Credits

L. Any pertinent additional data

Link to the:

[Marysville Charter Academy for the Arts Vision Action Plan](#)

M. Budgetary information

2016-17 Single Plan for Student Achievement (Budget Summary Pages)

Marysville Charter Academy for the Arts

Marysville Joint Unified School District

2015-16 Program Expenditure Summary					
Goal 1		Goal 2		Goal 3	
Block Grant	17,680.55	Block Grant	5,875	Block Grant	1,500
Other		Other		Other	
Total	17,680.55	Total	5,875	Total	1,500
Goal 4		Goal 5		Goal 6	
Block Grant	691,075	Block Grant		Block Grant	11,965
Other		Other		Other	
Total	691,075	Total		Total	11,965
Total Allocation		Total Expenditures		Balance	
Block Grant	3,143,994	Block Grant	728,095.55	Block Grant	2,415,898.45
Other	755,123	Other			
Total	3,899,117	Total	728,095.55	Total	3,171,021.45

Marysville Charter Academy for the Arts ACS WASC/CDE Self-Study Report

Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
Charter School Block Grant	3,143,994
List and Describe Other State or Local Funds: Transfer to Charter Schools in lieu of property taxes Other state revenue Unrestricted Lottery Restricted Lottery	755,123
Total amount of state categorical funds allocated to this school	\$3,899,117

