



MARYSVILLE CHARTER ACADEMY FOR THE ARTS SELF-STUDY REPORT

1917 B Street

Marysville, CA 95901

Marysville Joint Unified School District

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**ACS WASC/CDE Focus on Learning Accreditation Manual,
2019 Edited Edition (2021-2022/2022-2023 SY Visits)**

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Preface

The Marysville Charter Academy for the Arts (MCAA) began the current WASC self-study process in the spring semester of 2022. The Self Study Coordinator provided an orientation and overview of the WASC/CDE Self Study process to the entire staff. Home/Department groups (mathematics, English, science, social science, and the arts) then met on PLC–department focused collaboration time–days in April and May to accomplish two major tasks: 1) review progress on how well our students are doing and whether we are doing everything possible to support high achievement for all students; and 2) based on analysis of student achievement data and classroom observations, what are our major learner needs? Each home group submitted their identified major learner needs to the Self Study Coordinator. Each staff member also completed an interest form on Focus Group preferences.

In August, the Self Study Coordinator presented an overview and training in focus group participation to the entire staff. The whole Self Study process was briefly reviewed but the primary topic was focus groups’ procedures and expected outcomes. The five focus groups, composed of a balanced group of department and job classification members, worked from September through January on PLC days. 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. Focus group drafts were shared with student and parent groups in December and January to gain input and feedback.

The Teacher Leadership Team (Guiding Coalition) met in January to review the Self Study and create our Action Plan to address our identified major learner needs and areas of growth. Alignment with our LCAP and SPSA plans was undertaken and accomplished with consideration for our capacity to implement and monitor our design. The Action Plan was then shared with staff, student, and parent groups for additional input and refinement for finalization.

[Link to Marysville Charter Academy for the Arts 2022-23 Staff Information](#) including staff assignments and responsibilities, Leadership Team members (Guiding Coalition), and WASC Focus Group participants.

Chapter I: Progress Report

Significant Developments since Mid Cycle Review

The list of significant developments for the Marysville Charter Academy for the Arts over the past three years, or since our last Mid Cycle Review, may at first glance seem to be somewhat overwhelming: however, MCAA is not alone among California schools in having significant developments during this time period. It has been a challenging time for all.

New Principal (February 2022)

New School Secretary (January 2020, October 2022)

New Attendance and Counseling Secretary (June 2020)

Staff changes include an additional Math instructor was added in 2019-20 initially using Title I funds. Additional Para Educators (3) and two new Outreach Consultants added in the 2021-22 school year.

Staff changes also include two new science teachers, one in 2020-21 and one in 2021-22; two new English teachers, two in 2019-20, one of whom was replaced in 2021-22; one new Strings teacher in 2021-22; and a new Photography (Digital Arts) teacher and a new Martial Arts teacher in 2022-23.

Two new classrooms were added in 2019-20. MCAA began using Marysville High School South Auditorium as a performing arts venue after improvements, 2019-20.

Distance Learning began in March 2020. No CAASPP testing in 2020.

Distance Learning continued in Fall 2020. Hybrid Learning began in March 2021 and continued until June 2021, completing the school year. Enrollment began to drop significantly with students leaving for independent studies and because no district transportation was provided.

A three week Summer School was offered in June 2021 and June 2022 for credit recovery, learning loss mitigation, and enrichment classes.

In person instruction began in August 2021. Enrollment continued to drop significantly for the following reasons: students transferring to independent study as a result of parent/student concerns over virus transmission and/or masking requirements; minimal district transportation being provided (students had to return to neighborhood schools); lack of outreach (due to pandemic restrictions) to potential incoming students (MCAA does not have any designated feeder schools and often develops new student interest through outreach performances by the arts department).

MCAA was recognized as a California Distinguished School in March of 2021 and as a California Exemplary Arts Program in May of 2021.

MCAA was designated as an Arts, Media, and Entertainment Demonstration Site for Career Technical Education by the California Department of Education in June of 2021.

An Early College Program in cooperation with Yuba Community College began in the 2021-22 school year. Early College students take two classes each semester at the Community College in addition to their classes at MCAA. Students who complete the full four years of the program will graduate with both a high school diploma and an Associate of Arts Degree from Yuba College. MCAA had fifteen students enrolled in the program in 2021-22 (the most of any high school in MJUSD) with fourteen continuing this year and eleven new students enrolled for their first year in 2022-23.

MCAA's Math Department was presented the "Golden Bell Award" by the California School Boards Association in December 2022 for its outstanding and innovative 9th Block intervention plan and its success.

Implementation and monitoring of Schoolwide Action Plan

Implementation of the Schoolwide Action Plan is the responsibility of the entire staff. In general, the school principal, working with the leadership team prioritizes the actions to be accomplished by the departmental PLCs. Staff members complete the actions and collect data on the results of their actions and develop interventions or support as needed. The principal and district curriculum specialists advise and facilitate the analysis of data and the development and delivery of support. The leadership team, School Site Council, and Governing Board monitor progress on the goals of the Schoolwide Action Plan on a monthly (leadership team), quarterly (School Site Council), and annual (Governing Board) basis.

Schoolwide Action Plan Progress (includes all identified Critical Growth Areas)

Goal 1: Overall, student achievement in mathematics will improve as seen by an annual 3% increase in students achieving the state standards and an annual 5 point increase in the distance to standard.

All actions for Goal 1 continue to be implemented by our math department, principal, and district curriculum specialists. In addition, we have been able to provide our math department chair an additional 85 minute block every other day to gather, analyze, and share student achievement data. Growth in student achievement has been stunted due in large part to the disruption in the environment caused by the COVID-19 pandemic, but the staff of MCAA is already seeing evidence of learning loss mitigation: ([LCAP Math Data Comparison](#)).

Goal 2: Add additional teacher collaboration time and provide professional development for teaching staff in order to improve overall student academic achievement.

As with Goal 1, all actions have been or are continuing to be implemented. However, also as with Goal 1, the pandemic and distance and hybrid learning have impacted how collaboration and

professional development are accomplished. Many more activities and meetings are conducted on a virtual basis which, in many cases, has proven to be more efficient. The effectiveness, though, of collaborative and training sessions carried out virtually seems to vary depending on the content and goals of the activities. ([Collaboration and Professional Development Time Comparison](#))

Goal 3: Increased focus of resources on students needing extra help - both struggling (low achieving) and students in Honors and AP classes.

Progress on the actions for Goal 3 have been mixed. Once again, the pandemic and distance learning have severely hindered college field trips and college representative campus visits. They began to resume in the 2021-22 school year but are planned to increase significantly in the 2022-23 school year. On the other hand, teachers have stepped up their efforts to identify students needing help and interventions. A new system for scheduling students into our 9th Block intervention period (Enriching Students) has helped immensely in getting students to where they need to be and tracking their attendance and progress. In addition, new Outreach Consultants, Para educators, and other support staff have provided a much stronger identification and support system for students. ([Enriching Students Report Example](#)) ([Outreach Consultant Monitoring Example](#))

Goal 4: A plan will continue to be implemented that will allow for the addition or improvement in facilities.

In general, excellent progress has been made on all actions of Goal 4 including facilities improvement and additions of elective and academic classes to the master schedule. Facilities, though, still remain a significant area of growth and concern for MCAA. The school is still without a dedicated performing arts facility and is still leasing an off campus space for its dance, yoga, and martial arts classes. A new dance facility has been approved by the MJUSD Board of Trustees, but we are still waiting for work to begin on it. ([Facilities and Classes Summary](#))

Progress on additional areas identified as needing to be strengthened

The original Visiting Committee identified three additional areas that needed to be strengthened:

1. Long range planning for facility acquisition that addresses safety implications, privacy issues, and logistical needs.
2. As SSG's are revised, find ways to intentionally integrate them into instruction and assessment processes.
3. PLCs continue goal development for student achievement using data.

As mentioned in the comments above on Goal 4, some facility goals that address safety implications are in the works. Specifically, we are building a dance classroom on campus that will no longer require students to walk across Hwy. 70 to the current leased facility. Also, we have reestablished Room 15 to be used for individual and small group academic and social emotional work with students. We are also working with district officials and Board members on a long range plan for a performance facility.

Work on the SSG's was being accomplished prior to the pandemic. Student learning loss mitigation activities have consumed much of our PLC time since returning from distance learning. The school needs to revisit our SSG's, update and revise as necessary, and work to intentionally integrate them into the instruction and assessment process. MCAA staff and students are participating in the development of an MJUSD Graduate Profile which could well impact our SSG's.

PLC's continue to use data for goal development for student achievement. This process has become part of the fabric of our collaborative process and has only been enhanced with the addition of a district wide PLC schedule in 2021-22. ([Math PLC Example](#))

Chapter II: 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 23rd 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 12,664 (2021) 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 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 twenty-two 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 recognized three times as a California Distinguished School (2006-2011, 2013-2018, 2021-present), a California Exemplary Arts Program and Demonstration Site (2021-present), nominated as a National Blue Ribbon School of Excellence (2007), and acknowledged as a best high school in the nation since 2008 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 23rd year (2022-2023), its current enrollment is 364 students with about 35 percent of students enrolled in grades seven and eight, and the remaining 65 percent enrolled in grades nine through twelve. California Basic Education Data System (CBEDS) data for 2022-23 (below) highlights the diversity of the Academy’s student population.

	Total Enrollment	African American	American Indian/ Alaska Native	Asian	Filipino	Hispanic /Latino	Pacific Islander	White	Two or More Races
2022-23 CBEDS	364	.6% (2)	.3% (1)	7.7% (28)	2% (7)	34.1% (124)	1.4% (5)	36.8% (134)	17.1% (63)

There are 20 students (5.5 percent) classified as English Learners (EL) at MCAA in 2022-23. Last school year, 9 students (45 percent of EL students tested) were redesignated Fully English Proficient (FEP). Ten of our current EL students are also pending redesignation (work samples submitted) this year.

In 2021-22, 42 percent of the students were identified as socio-economically disadvantaged (SED). This percentage is lower than prior years, undoubtedly due in large part to the lack of district transportation to our site. In prior years, our SED percent averaged between 50 and 55% (2020-21, 51.2%). The school currently receives Title I funds to serve its SED students. The school’s location makes it accessible to students from Sutter and Colusa counties as well as Yuba. Approximately 30% of students come from outside of MJUSD.

Enrollment

Enrollment at MCAA has remained relatively stable over the past five years, ranging from a low of 337 in 2021-22 to a high of 400 in 2018-19. The significant drop in enrollment in 2020 through 2022 was largely due to pandemic related issues: loss of students to full time independent study, uncertainty about in-person instruction guidelines, decreased opportunities for feeder school outreach, and as previously mentioned, lack of district transportation. Generally there were waiting lists for grades seven and eight during these years except for the 2021-22 school year.

Total Enrollment	2017-18	2018-19	2019-20	2020-2021	2021-2022	2022-23
	380	400	383	373	337	364

Attendance

Attendance rates for the Academy have remained constant at 97 percent and above for

2018-2022. 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 27 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. The Academy currently has four paraeducators, two Outreach Consultants, and a retired special education teacher serving students with IEPs and 504 plans on site. In addition, MJUSD provides a Resource Specialist Program (RSP) teacher as an IEP case manager.

MCAA also effectively manages a small population of English Learners (EL) each year (currently 20). Identified students are tested each year using the English Language Proficiency Assessments for California (ELPAC) by our EL Coordinator. Students are served appropriately in classes that combine English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) by properly certificated staff and all identified EL students are enrolled in ELD support class. 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 Chronic Absenteeism

MCAA’s very low suspension, expulsion, and chronic absenteeism 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. Most recent data is shown below.

	Suspensions	Expulsions	Chronic Absenteeism Rate
2019-20	8 (.021%)	0	Data not available
2020-21	0 (0%)	0	1.3%
2021-22	3 (.8%)	0	13.3%

Graduation and Dropout Rates

Cohort graduation and dropout rates have been relatively consistent for all students and subgroups. In addition, the percentage of graduates completing all requirements for UC and CSU admission has been stable at 60% and above, even during distance learning. The administration expects 70 percent of the class of 2023 to meet the UC/CSU requirements. Most current data is shown below.

	Dropout Rate	Five-Year Adjusted Cohort Graduation Rate	Graduates Completing all UC/CSU Requirements
2019-20	2%	98%	69%
2020-21	0%	100%	64%
2021-22	0%	100%	68%

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 teaching staff of twenty-one and a part-time staff of two facilitate student growth and development. Fifteen members of the entire administrative and teaching staff are male and thirteen are female. Three staff members are Hispanic/Latino, four are Asian, one is African/American, and the other twenty are Caucasian. Fourteen of the teaching staff members have been at the Academy for five or more years. Four new staff members were added in 2021-22: a full time Dance teacher, a full time English and Careers teacher, a full time Science teacher, and a part time Strings teacher. One new Photography teacher was added in 2022-23. All certificated teachers are Cross Cultural, Language and Academic Development (CLAD) or Specially Designed Academic Instruction in English (SDAIE) qualified.

Several additional staff members were added during the 2021-22 school year through the Expanded Learning Opportunities grant funding: two Outreach Consultants (ORCs), four Para Educators, and one online education Coordinator. MCAA is continuing to staff these positions in 2022-23 using a variety of funding.

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 two 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 2022-2023 school year calendar also includes three days (August 9 and 10, and October 24) as site-based teacher workdays and as opportunities for professional development and collaboration, marking the second way that staff development occurs. MCAA staff members are using these days this year primarily for Professional Learning Community (PLC) work as well WASC Focus and Home Group activities.

The third way staff development occurs at MCAA is through districtwide Collaboration Minimum Days, Ninth Block 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. Collaboration Minimum Days are held on twenty days during the school year, and include time for entire staff, vertical, and horizontal collaboration. Ninth Block Days are scheduled every day that is not a minimum day and can include collaboration time for individual departments or planning teams. The Math and English Language Arts Department Chairpersons also each have a release block every other day for additional time to gather and disaggregate data. In addition, staff can be 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 is provided annually for all staff in the “Catapult” emergency communication system. Monthly Safety Inspections by the principal and District Maintenance Department ensure a compliant facility.

MCAA, with district assistance, has completed a number of facility upgrades in the last several 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. A new dance classroom has been approved and is in the development stage. Dance and Yoga class students will soon no longer have to cross Highway 70 to access their classroom at the Marysville Youth and Community Center (MYCC).

The lack of an adequate performance venue for MCAA continues to be an ongoing issue.

District administration and Trustees are genuinely supportive of resolving this issue. New facility construction funds are being considered as part of a bond measure. Renovation of the Community Auditorium (MCAA's previous performance venue) to Field Act standards is cost prohibitive. In the meantime, MJUSD Trustees approved funds to upgrade the South Auditorium located on the Marysville High School campus for use as an interim MCAA performance venue. Completed upgrades have improved the facility but more needs to be done. The fact that it is a shared facility with Marysville High School is challenging as well.

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 literary magazine ([Dragon's Digest](#)) on a quarterly basis. The school has an active Athletics Club that sponsors intramural competitions in soccer, flag football, and volleyball. MCAA hosts nearly two dozen different active student organizations including the Advanced Art Club, Tech Club, Chess Club, Environmental Club, Gay Straight Alliance, Multicultural Club, Excel Club, Poetry 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 twenty-two years ago. Even during times of severe budget constraints, the school, with the assistance of parent and community fundraisers and 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 better than one student to one computer over the last three years. Fortunately, we have been able to add seventeen rolling carts each with 30 Chromebooks, in addition to replacing desktop computers and upgrading the digital art labs with new Macbooks and IMacs. The Marysville Joint Unified School District provides and maintains the student information system (Aeries),

the student assessment data system, school and teacher websites, and the district-wide network (e-mail, Internet access and filtering, etc.). Every MCAA student and teacher has a “GSuite” account with access to numerous Google apps. “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. 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 spent over \$15,000 per student in 2021-22.

School Status

The Marysville Charter Academy for the Arts is in excellent standing with its authorizing agency, the Marysville Joint Unified School District. Its current five-year charter term was renewed by the MJUSD Board of Trustees in October 2018 and runs through June 2024. MCAA was honored in 2021 both as a California Distinguished School and as a California Exemplary Arts Program as well as a Demonstration Site for the Arts, Media, and Entertainment Career Sector.

Schoolwide Student Goals

The Schoolwide Student Goals (SSGs), previously identified as the Expected Schoolwide Learning Results (ESLRs), are currently being considered for full stakeholder review. MCAA’s current Schoolwide Student Goals, which are assessed through statewide standardized testing in English, mathematics, science, and physical education, along with local measures in all academic and visual and performing arts classes, are: [MCAA Schoolwide Student Goals](#)

Summary of Achievement Data since last visit

California’s assessment programs have been in transition the last three years. Student achievement has been adversely impacted by the challenges of distance learning, social emotional factors, and attendance disruptions. Results for MCAA students comparing the 2019 (pre-pandemic) and the 2021 and 2022 scores can be seen below.

2019 CAASPP English Language Arts	7th Grade	8th Grade	11th Grade	District All Grades	State All Grades
Met or Exceeded the Standard	59%	70%	62%	37%	51%
Nearly Met Standard	27%	24%	29%	27%	29%
2019 CAASPP Mathematics					
Met or Exceeded the Standard	43%	48%	40%	27%	40%
Nearly Met Standard	36%	23%	29%	30%	25%
2020 CAASPP Suspended					
2021 CAASPP English Language Arts	7th Grade	8th Grade	11th Grade	District All Grades	State All Grades
Met or Exceeded the Standard	64%	49%	79%	28%	49%
Nearly Met Standard	21%	33%	5%	24%	23%
2021 CAASPP Mathematics					
Met or Exceeded the Standard	36%	32%	28%	14%	34%
Nearly Met Standard	31%	21%	33%	27%	26%

2022 CAASPP English Language Arts	7th Grade	8th Grade	11th Grade	District All Grades	State All Grades
Met or Exceeded the	53%	55%	61%	32%	47%

Standard					
Nearly Met Standard	30%	28%	21%	27%	23%
2022 CAASPP					
Mathematics					
Met or Exceeded the Standard	38%	37%	30%	18%	33%
Nearly Met Standard	30%	23%	30%	28%	25%

English Language Arts CAASPP scores for all grade levels began to approach pre-pandemic results in 2021 and 2022. Student academic growth in both school years was significantly affected by social emotional challenges, attendance issues caused by COVID-19 quarantine requirements, and learning gaps resulting from distance learning in 2020 and 2021, with the same learning loss challenges continuing in the 2022 and 2023 school years.

By comparison, MCAA scores were significantly above district (MJUSD) scores in both English Language Arts and Mathematics for all years and were above state (California) averages in English Language Arts and at or above Mathematics state averages for all years.

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 headed in the right direction. The numerous intervention and targeted instructional strategies are having a positive effect. Still, it will take significant time and resources to effectively mitigate learning loss. Charts and graphs of the complete 2022 CAASPP data including subgroups (socioeconomically disadvantaged, Hispanic, white) are included [here](#).

MCAA gives the **California Standards Test (CAST) for Science**, now part of the CAASPP, to grades eight, eleven, and twelve at MCAA. Results for MCAA students in the 2018-19, 2020-21, and 2021-22 years (see table below) indicate the same slow recovery from pandemic challenges as our CAASPP scores. Although again by comparison, MCAA scores were significantly above both district (MJUSD) and state (California) scores each year.

2019 CAST	8th grade	11th Grade	12th Grade	District All Grades	State All Grades
Met or Exceeded the Standard	44%	46%	40%	21%	30%

Nearly Met Standard	52%	47%	47%	59%	52%
2020 CAST Suspended					
2021 CAST	8th grade	11th Grade	12th Grade	District All Grades	State All Grades
Met or Exceeded the Standard	36%	No data	61%	17%	29%
Nearly Met Standard	60%		37%	55%	53%
2022 CAST	8th Grade	11th Grade	12th Grade	District All Grades	State All Grades
Met or Exceeded the Standard	35%	44%	37%	18%	30%
Nearly Met Standard	57%	51%	53%	61%	55%

MCAA staff work diligently preparing students to be ready to do college level work upon graduation. The most recent data (2019) from the California School Dashboard on **College and Career Readiness** shows **65.1% of MCAA graduates qualifying as College and Career Prepared and 17.5% as Approaching Prepared.**

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. The chart below indicates a higher average mean score for 2022 but a lower percentage for students meeting the benchmark for both reading/writing and mathematics.

	Number of Students Tested	Average Mean Score (ERW, Mathematics)	Benchmark Composite Score
2021 PSAT	45	979	31% met both 73% ERW 31% Mathematics
2022 PSAT	61	985	26% met both 69% ERW 26% Mathematics

The number of MCAA students taking **Advanced Placement (AP)** classes has fluctuated, again due primarily to pandemic challenges and dropping enrollment, but the percentage of students earning a 3 or above on the exams has increased steadily. The percentage of significant subgroups (socio-economically disadvantaged and Hispanic) in the classes has steadily increased as well with the exception of the 2020-21 school year (hybrid instruction, digital exams only).

	AP Total Enrollment	Students identified as SED or Hispanic	Exams Administered	Percentage of Students scoring 3 or better
2017-18	39	23 of the 39 60%	58	46%
2018-19	52	34 of the 52 65%	74	50%
2019-20	40	26 of the 40 65%	65	55%
2020-21	27	14 of the 27 52%	40	59%
2021-22	39	26 of the 39 67%	64	77%

Summary and Implications of Data

The last two and a half years have unquestionably been extremely challenging for MCAA students and teachers, as they have been for all California public schools. Overall academic achievement data shows at best mixed results with some successes but overall a drop in in all subject areas with significant learning loss in some. At MCAA though, we have never just focused on the academic success of our students. Our mission and vision clearly state that we are focused on achieving excellence through collaboration and the arts. While academic growth may have temporarily stalled, our creative and collaborative efforts and success have not. Our visual arts and creative writing students have continued to demonstrate excellence at the regional, state, and national levels, sweeping regional Scholastic Art and Writing awards and sending students to national recognition in each of the last three years. Our drama and music programs continued to perform throughout the pandemic, providing entertainment for local audiences as well as expressive and competitive opportunities for students.

In addition to creative opportunities, MCAA has focused its resources on the social emotional

health of our students and staff as well, especially the last two years. Additional staff and programs have been added to address the mental and physical challenges that we are still seeing on a daily basis. Early indicators in improved attendance, increased student engagement in class, club, and extracurricular activities, and better grade progress reports are very encouraging (evidence cited in Category E).

MCAA staff in their home (departmental) groups reviewed and analyzed the available data (CAASPP, CAST, ELPAC, common assessments) and their personal classroom experience in the Spring of 2022 and generated the following summarized, preliminary major learner needs:

- 1) The 9th block system needs to be completely overhauled to develop an intervention and enrichment system where all students have a classroom to be assigned to and there is accountability for not showing up to assigned 9th blocks.
- 2) Students lack the ability to effectively communicate their thoughts and ideas be it through class discussions or through presentations of projects in classes. Training for staff, and in turn students, in what academic, artistic, and interpersonal language looks like at MCAA. Development of a culture of kindness, collaboration, and creativity.
- 3) Develop and maintain a diversity of course offerings in the arts, ideally in a rotating yearly schedule, that gives students additional opportunities for training and encourages increased school involvement for upper-grade level students. Emphasis should be placed on the Arts Pathway process so that students develop their interests in Middle School and declare a focus at the beginning of High School.
- 4) Improve critical thinking and data analysis skills: developing well-supported evidence based arguments and application of skills.
- 5) Technology and facilities infrastructure should be developed in line with our school vision, mission, and Schoolwide Student Goals. Students need to be able to comfortably see and interact with technology and it needs to be smoothly incorporated into the classroom experience. Students need to be able to investigate, access, and incorporate research for assignments while on the school campus.

Chapter III: Self-Study Findings

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

A1. Vision and Purpose Criterion

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

Indicators

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

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

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

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

Findings	Supporting Evidence
<p>MCAA has a clear mission and vision, and the Student Learning Outcomes are clearly articulated in the school's founding and active documents. Mission and Vision statements have been regularly reviewed both formally (every 5 to 6 years) and informally (annually) during the school's lifetime. This review process has always included all pertinent stakeholders (students, parents, community members, staff, administration) and occurs through School Site Council, ASB, Guiding Coalition, and staff meetings as well as school assemblies and parent events.</p> <p>Student Learning Outcomes and campus-wide learning objectives are reviewed as part of each full Self-Study cycle, however, review and possible revision will be suggested as a school wide goal. MCAA administration and staff members are also participating in the Graduate Profile project as part of the Marysville Joint Unified School District (MJUSD) Strategic Plan. The results of the</p>	<ul style="list-style-type: none"> ● Mission Statement ● Vision Action Plan ● Schoolwide Learner Outcomes (SSGs) ● MCAA Charter ● MJUSD Strategic Plan/Graduate Profile

<p>Graduate Profile project will undoubtedly impact our Student Learning Outcomes.</p> <p>In order to enhance stakeholder and community understanding of school learner outcomes, vision, and mission, students regularly present their work in community, state, and national competitions, performances, and showcases. These student accomplishments are also regularly given recognition at board meetings and school events. The governing board annually reviews and approves the school’s LCAP and SPSA.</p> <p>Student Learning Outcomes are also reviewed by staff as a part of their work in Professional Learning Communities (PLCs) in order to enhance classroom pedagogy and instructional efficacy. Schoolwide participation in PLC techniques and strategies has been a backbone of the staff development process with ongoing training for new staff members as part of the onboarding process. Departmental PLC’s are provided regular collaboration time during school minimum days.</p>	<ul style="list-style-type: none"> ● LCAP ● SPSA ● Board Presentation ● MJUSD Honor Symphony Participation ● Scholastic Arts and Writing Regional Winners ● Congressional Arts Awards ● PLC notes/agendas
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A2. Governance Criterion

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

Indicators

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

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

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

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

Findings	Supporting Evidence
<p>As MCAA is a district-dependent charter school, we rely on MJUSD for school board governance and policies (including personnel and uniform complaint procedures). MCAA staff and administration take advantage of every opportunity to</p>	<ul style="list-style-type: none"> ● MCAA Charter ● MJUSD Board Policies and Regulations

<p>integrate into MJUSD curriculum development and textbook acquisition, staff development, and new district wide initiatives. The relationship between MCAA and MJUSD is strengthened by student involvement in board meetings and district wide leadership training. Staff members participate in district-wide PLC meetings to ensure consistency between district school sites and adherence to all board policies and procedures.</p> <p>MJUSD has seen increased community attendance at district board meetings due to the transition to Zoom/streamed meetings and more easily available agendas, minutes, and announcements.</p> <p>All stakeholders are actively involved in the governance of the school in a variety of ways. Staff meetings have regular opportunities for individual voices and feedback. 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. School leadership understands and utilizes the Uniform Complaint Process as applicable.</p>	<ul style="list-style-type: none"> ● MJUSD Uniform Complaint Procedures ● MJUSD PD Calendar ● MJUSD Board of Trustees Agendas/Minutes ● Staff/Guiding Coalition Meeting Agendas/Minutes ● School Site Council Agendas/Minutes
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A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

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

Indicators

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

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

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

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

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

Findings	Supporting Evidence
<p>MCAA administration shares student achievement data with all parents, staff members, students, and the community primarily via public meetings, the school website, and direct communication through digital tools such as Parent Square. Our major stakeholder representative groups, the School Site Council, Guiding Coalition, and Associated Student Body (ASB), all have a direct role in our collaborative continuous improvement process, analyzing data, deciding on actions and implementation methods, and monitoring progress. The school’s action plans, the LCAP and SPSA are directly aligned with student achievement and school improvement data.</p> <p>The school leadership group, known as the Guiding Coalition, meets at least monthly and includes the principal and representatives from all departments as well as the student leadership (ASB) advisor. The Guiding Coalition reviews pressing school needs, student progress and performance, and general school operations, and determines major initiatives and areas of need for increased staff focus. In order to facilitate internal communication, departmental leaders bring members' concerns to Guiding Coalition meetings as well as report out on decisions made.</p> <p>The School Site Council meets quarterly and consists of school administration, certificated and classified staff, parents, and students. The Site Council also plays a key role in planning and monitoring the progress of actions in the SPSA, LCAP, and School Safety Plan.</p> <p>The primary vehicle for implementing practices, programs, actions, and services that support student learning is our Professional Learning Community (PLC) process. Departmental PLC time is used to a) determine student needs, b) develop strategies and actions to address student needs; and c) monitor the results and impact of interventions.</p> <p>One of our unique and innovative tools used to provide effective student support is the 9th Block Intervention Period.</p>	<ul style="list-style-type: none"> ● Board Presentation ● School Website (SARC) ● Parent Square ● LCAP ● LCAP Parent Survey Summary ● SPSA ● Guiding Coalition minutes ● Leadership/ASB minutes ● Site Council Minutes ● PLC Collaboration Minutes ● 9th Block Schedule

<p>Implemented in 2016, this now daily 30-minute class session allows students and teachers the opportunity to coordinate intervention and enrichment outside of the traditional class schedule. In fall of 2022, the school implemented a more accountable process for use of the school’s 9th Block through the online tool <i>Enriching Students</i>. This tool, while still in its early stages, promises significantly increased data and accountability regarding the students’ use of self directed time and opportunities for additional intervention and enrichment.</p> <p>In addition, the increased use of digital tools such as Google Classroom, Drive, Docs, Calendars, etc. by nearly all teachers is improving student achievement and providing opportunities for shared accountability among staff, administration and students.</p>	<ul style="list-style-type: none"> ● Enriching Students ● Enriching Students Sample Report ● CAST Data ● CAASPP Data ● ELPAC Data ● School Accountability Report Card (SARC) ● Google Classroom Example
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A4. Staff: Qualified and Professional Development Criterion

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

Indicators

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

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

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

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

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

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

Findings	Supporting Evidence
<p>MCAA was founded with a belief in life-long learning, ongoing staff development, and the importance of a</p>	<ul style="list-style-type: none"> ● MCAA Charter ● MJUSD Personnel

<p>collaborative work environment. MCAA administration works closely with the MJUSD Personnel Department to develop and post new and vacant credentialed and classified staff positions. Positions are posted on the district website and on EdJoin, and applications are reviewed and screened by district and school administration. Interviews for new staff members are conducted by administration and often include teachers, classified staff, and sometimes parents and students. Newly hired teachers are supported by Tri-County Induction Mentors (TCIP, formerly BTSA), and/or the MJUSD Teacher Pathways program. These mentoring and induction programs, in addition to departmental collaboration supported in our LCAP, allow new teachers to effectively implement district curricula and become part of our instructional team.</p> <p>District-wide support of staff professional learning has significantly increased in diversity and efficacy over the past few years. Staff is offered the opportunity to participate in up to 12 hours of paid Professional Development (PD) through a variety of digital and in-person opportunities provided through the district. The district also facilitates self-directed learning opportunities by providing an application for alternative PD options. In addition, the district also facilitates 20 minimum days per school year for staff collaboration that directly supports teacher development.</p> <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>MCAA staff members consistently receive positive reports in parent and student surveys.</p> <p>Common assessments in ELA, Mathematics, and Science are being used as one of the ways to assess the measurable effect</p>	<ul style="list-style-type: none"> ● Employment Site ● TCIP (formerly BTSA) ● Teacher Pathways ● LCAP ● District Professional Development ● MCAA Professional Development Records ● Keenan Safe Schools Training ● District Calendar ● Observation, Evaluation, Goals Dates ● Teacher Pre Conference and Observation Forms ● Teacher Goal and Evaluation Forms ● CTC Standards for Teaching Profession ● Lifetrack Senior Exit Surveys ● Lifetrack Postgraduate Surveys ● 2023 Student Survey ● 2023 Parent Survey
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<p>of teacher professional development and its impact on student performance. Social Science assessments will be used in the same fashion beginning Spring 2023. Schoolwide, we are also continuing the utilization and development of formative assessments to track student progress and measure effectiveness of instruction with particular focus in the development of these assessments in Visual and Performing Arts.</p> <p>MCAA continues to implement a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff through the use of clear and regularly reviewed staff and student handbooks.</p> <p>This year, to increase transparency and increase staff involvement and buy-in, all meeting agendas and minutes are stored publicly on the staff shared drive.</p>	<ul style="list-style-type: none"> ● Common Assessments English ● Common Assessments Math Example ● Formative Assessment Rubric Examples ● Common Assessment Data Examples ● MCAA Staff Handbook ● MCAA Student Handbook ● Staff Google Drive
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A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

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

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

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

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

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

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

Findings - 5.1	Supporting Evidence - 5.1
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<p>MCAA utilizes its SPSA and LCAP goals and actions to focus its human, material, physical, and financial resources to support student achievement and accomplishment of academic and career readiness standards. School staff, the School Site Council, district administration, and the MJUSD Board of Trustees closely monitor the goals, actions and allocated resources for achievement of the goals. MCAA consistently meets their SPSA/ 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 both a California Distinguished School and a California Exemplary Arts Program in 2021. In addition, U.S. News and World Report Magazine has recognized MCAA as one of America’s top high schools in each of the past fifteen years. In both fall and spring semesters of the 2021-22 school year, 85 percent of the student population have been on the school honor roll.</p> <p>As a charter school, MCAA develops its own annual budget based on its LCAP/SPSA, 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 includes an annual 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 strictly in order to protect against any mishandling of school funds. MCAA holds School Site Council meetings quarterly at which representatives of all constituent groups provide input on the resource allocation decisions for LCAP and SPSA. 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 needs 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 school’s leadership team members. The principal and, at times, the School Site Council and leadership team, ultimately determine if the materials or equipment is needed</p>	<ul style="list-style-type: none"> ● LCAP ● SPSA ● MCAA Board Presentation Slides and Minutes ● California Distinguished School Program ● California Exemplary Arts Program ● US News & World Report ● 2020-21 Student Honor Roll ● MCAA Budget Overview ● MJUSD Fiscal Services ● School Site Council Meeting Minutes ● Staff/Guiding Coalition Meeting Schedule and Minutes ● MCAA Staff Handbook ● Staff Google Drive
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<p>and able to be purchased through the school’s budget.</p> <p>The district uses the district website and Ed-Join to list and explain employment opportunities and find qualified staff. The district Personnel Services office pre-screens all applications, rating each one. If the application meets the district’s minimum criteria, the application is forwarded on to the school principal 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. Additionally, MJUSD has policies and procedures that ensure that all site leaders are involved in the approval of curriculum adoption, which ensures consistent implementation of high quality student learning materials in core curriculum classes.</p> <p>As part of the Tri-County Induction Program (TCIP), each new teacher is paired up with a mentor teacher for their first two years who is there to help with curriculum questions, classroom management, particular students, and school policies and practices.</p>	<ul style="list-style-type: none"> ● MJUSD Personnel Employment Site ● MJUSD Curriculum Services ● TCIP
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A6. Resources Criterion [Charter Schools only]

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

Indicators

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

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

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

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

A6.5. Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and

reasonable accumulation of reserves.

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

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

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

Findings	Supporting Evidence
<p>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. The School Site Council and MCAA’s leadership team have helped 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.</p> <p>All of MCAA’s accounting procedures and review processes are efficiently overseen by the district’s Assistant Superintendent of Business Services and her 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.</p> <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. They submit them to the site principal for approval. After approval from the</p>	<ul style="list-style-type: none"> ● MJUSD Facilities Advisory Committee ● School Site Council Meeting Minutes ● MJUSD Board Meeting Minutes approving MCAA’s LCAP ● MJUSD Board Minutes approving MCAA’s SPSA ● Mission and Vision Statements ● Leadership Team Agendas ● MJUSD Business/Fiscal Services ● Board Minutes for Independent Contractor Agreements 7-19-22

<p>principal, the payroll or reimbursement is forwarded to the business services department for payment. The district personnel department also monitors all employee payroll information. The district business services department is responsible for 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.</p> <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. An auditor from the state conducts an annual audit of both the district and school site financial transactions and budget documents. The governing board (MJUSD Board of Trustees) has done an excellent job of ensuring the school and district has maintained a positive financial status.</p> <p>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. MCAA teachers represented by the Marysville Unified Teachers Association (MUTA) and other staff are compensated on the same schedule as other school district personnel with the same job title. Staffing requirements also follow all district guidelines.</p> <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. Based on the results of these surveys, the school counselor will make school presentations at local feeder schools in the spring and our drama program will again provide a traveling production for interested schools.</p> <p>As noted earlier, the Marysville Charter Academy for the Arts</p>	<ul style="list-style-type: none"> ● MJUSD Fiscal Services Documents ● MJUSD Business Services ● Fiscal MOU ● MJUSD Bargaining Agreements ● MUTA Contract ● MJUSD Salary Schedules ● Community Outreach Examples ● Lifetrack Senior Exit Surveys ● Student Perception Survey ● Staff Perception Survey ● Parent Perception Survey ● School Outreach Example
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<p>(MCAA) is a dependent charter of the Marysville Joint Unified School District whose Board of Trustees serves as the school’s governing board. 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.</p>	<ul style="list-style-type: none"> ● MJUSD Public Information Officer ● MJUSD Newsletter Example ● Superintendent's Memo Example
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ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Needs

Areas of Strength

1. Marysville Charter Academy for the Arts is a well-designed, thematic school with a clear mission and vision, where students with a passion for the arts have the opportunity to flourish academically, artistically, and socially.
2. MCAA focuses on endowing students, staff, and stakeholders with the opportunity for sharing their voice in school decision making, leadership, and growth.
3. MCAA has striven to attract and retain highly-qualified staff members, many of whom carry advanced degrees in their instructional field. Many of the arts teachers are also working professionals who maintain involvement with local and regional artistic organizations.
4. MCAA has purposefully leveraged it’s dependent relationship with MJUSD for the most effective support dynamic possible while maintaining it’s unique autonomy as a thematic school within the district.

Areas of Growth

1. After the loss of instructional and performance facilities adjacent to the district offices, MCAA entered into temporary, portable classrooms. Addressing lack of permanent facilities is a significant area of immediate need for the school.
2. With a multi-year decrease in involvement due to the pandemic, the Parent Teacher Student Association is in need of additional energy and focus to support the school’s mission and vision. Additionally, school staff has begun the process of re-engaging our parents in volunteerism and school activities, however, this is in early implementation and will require additional focus and energy.
3. Procedurally, MCAA interacts closely with the District office and Marysville High School for notification and support in emergency situations. This requires ongoing attention, collaboration, and involvement to ensure the site operates safely and effectively. As with many areas of school operations, the pandemic has impacted the

efficacy of some of these protocols. Increased attention should be given to these safety protocols from all members of the community.

4. As a school of choice, MCAA enrolls students from throughout the Yuba-Sutter Area. To continue providing exceptional, thematic education, MCAA needs to increase marketing and regional visibility to attract students who will be best served by this unique educational environment.
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
 1. The 9th block system needs to be completely overhauled to develop an intervention and enrichment system where all students have a classroom to be assigned to and there is accountability for not showing up to assigned 9th blocks.
 2. Students lack the ability to effectively communicate their thoughts and ideas be it through class discussions or through presentations of projects in classes. Training is needed for staff, and in turn students, in what academic, artistic, and interpersonal language looks like at MCAA. Continue the refinement of a culture of kindness, collaboration, and creativity.
 3. Develop and maintain a diversity of course offerings in the arts, ideally in a rotating yearly schedule, that gives students additional opportunities for training and encourages increased school involvement for upper-grade level students. Emphasis should be placed on the Arts Pathway process so that students develop their interests in Middle School and declare a focus at the beginning of High School.
 4. Improve critical thinking and data analysis skills: developing well-supported evidence based arguments and application of skills.
 5. Technology and facilities infrastructure should be developed in line with our school vision, mission, and Schoolwide Student Goals. Students need to be able to comfortably see and interact with technology and it needs to be smoothly incorporated into the classroom experience. Students need to be able to investigate, access, and incorporate research for assignments while on the school campus.
 - **List any additional identified student learner needs that resulted from the Focus Group analyses.**
 1. Addressing lack of permanent facilities is a significant area of immediate need for the school.
 2. With a multi-year decrease in involvement due to the pandemic, the Parent Teacher Student Association is in need of additional energy and focus to support the school's mission and vision.
 3. Increased attention should be given to safety protocols from all members of the community.
 4. MCAA needs to increase marketing and regional visibility to attract students

who will be best served by this unique educational environment.

- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - **Identify important next steps within the schoolwide action plan/SPSA**

1. Addressing lack of permanent facilities is a significant area of immediate need for the school.

- Facilities needs are clearly addressed in Goal 2 of the LCAP (Multipurpose Arts Building); however, the ongoing need for a permanent performance facility is unable to be tackled with yearly school funding. A larger action plan (in collaboration with the District) for fundraising and facilities development is needed.

2. With a multi-year decrease in involvement due to the pandemic, the Parent Teacher Student Association is in need of additional energy and focus to support the school's mission and vision.

- Support for parental involvement is addressed in MCAA's SPSA (Goal 1, Activity 7) and clearly outlined in District goals and expectations. However, additional direct attention to this area should be considered as a goal for future school improvement/action plans.

3. Increased attention should be given to safety protocols from all members of the community.

- This area of need is not directly addressed in the MCAA school plans, however the need has been noted by district management and is currently being addressed through ongoing District security and facilities measures and initiatives. This area should be reassessed upon completion of a full school year with new site and district administrators in their current positions to determine where the needs continue to be.

4. MCAA needs to increase marketing and regional visibility to attract students who will be best served by this unique educational environment.

- The LCAP/SPSA plans provide some funding for programs to showcase the school, however a specific focus and energy needs to be placed on recruiting and advertising. This focus will allow MCAA to maintain a consistent and full enrollment, and attract and retain students that are interested in participating and making a career of the arts.

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

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

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

Indicators

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

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

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

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

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

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

Findings	Supporting Evidence
<p>Staff at MCAA effectively utilize current educational research to inform a comprehensive instructional program for all students. All coursework aligns with Common Core, Next Generation Science, and California State Standards.</p> <p>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 keep current on recent educational research by attending content-based conferences, training, and participating in webinars. In addition, staff members share knowledge and ideas during Professional Learning Community (PLC) collaborative meetings and forums.</p> <p>As a college-preparatory school, all science, mathematics, English, history/social sciences, foreign language, and most</p>	<ul style="list-style-type: none"> ● Curriculum Alignment Math Example ● Curriculum Alignment English Example ● Curriculum Alignment Science Example ● Curriculum Alignment History Example ● Math Pacing Guide Example ● Science Pacing Example ● Project Based Learning ● Bloom’s Taxonomy ● Theory of Multiple Intelligences ● Arts link to Cognitive Skills ● MJUSD Professional Development Calendar

fine and performing arts courses offered at MCAA are college-preparatory and meet A-G requirements. In addition, visual and performing arts courses align with the VAPA standards, and several align with the Arts, Media, and Entertainment Career Technical Education (CTE) Pathways. All Advanced Placement courses are regularly updated with the College Board. All three of the science classrooms meet the state wet lab requirements.

MCAA offers Spanish as a foreign language onsite, and also offers ASL (American Sign Language) as a Yuba College concurrent class on the Marysville High School campus. French I and II will be offered to MCAA students beginning in the fall of 2023, also as a Yuba College concurrent class.

MCAA offers credit recovery through Edmentum, an online credit recovery program. Students needing additional credits for graduation may complete Edmentum programs during summer school or during the school year. Edmentum was initially adopted and offered as an option during the summer of 2021 to help with learning loss as well as credit recovery due to the pandemic.

The Mathematics Department added grade-specific math support classes for all grade levels beginning in the 2020-21 school year. The support classes allow students to have lessons retaught and preview new lessons, as well as providing time to work on homework with the support of a math teacher.

The concepts and skills taught in the classroom are aligned with academic and career-readiness standards, and with the Schoolwide Student Goals. In addition, students at MCAA benefit from challenging and regular group assignments that allow and encourage them to cooperate, build social skills, and create community and culture in the classroom.

Textbooks and supplementary instructional materials in both English and mathematics align with Common Core Standards. The science department has adopted new integrated texts aligned with the Next Generation Science Standards (NGSS). All new English texts contain lessons designed to prepare students for college and career. The Social Science Department has also adopted new textbooks from Pearson

- [Professional Development Records](#)
- [Professional Learning Communities PD](#)
- [Master Schedule](#)
- [UC A-G Course List](#)
- [Advanced Placement Professional Development](#)
- [MCAA Course Catalog](#)
- [Science Lab Safety Contract](#)
- [Science Lab Safety Posters](#)
- [Science Lab Safety Test](#)
- [Edmentum](#)
- [Edmentum 21-22 Completion Chart](#)
- [Master Schedule](#)
- [Math Support Syllabus](#)
- [Science Roller Coaster Project](#)
- [History/ Social Sciences Project](#)
- [Textbook List](#)
- [MJUSD Textbook Approval Form](#)

<p>Realize that align with California Social Science Standards. These new textbooks have a digital component that allows teachers to make lessons and readings more accessible to students. In addition, the district requires a careers course as a graduation requirement. MCAA offers the Careers course to all ninth graders. This prepares students for college, career, and life both during and after their high school career.</p> <p>Most MCAA students take part in public performances and many in community service. All of the performing arts classes, dance, drama, vocal and instrumental music have public performance components. Students in the fine and graphic arts classes regularly display their work publicly and support school productions and performance by creating posters, programs, photographs, and set designs. Some of the clubs, such as the Interact and Excel clubs, volunteer time to community events, such as local parades, and set up fundraisers and donation opportunities to help struggling and impoverished members of the community.</p> <p>At MCAA, the disciplines are highly integrated. Presently, English and history/social science classes work together on common literature and writing assignments and writing goals. 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 has blossomed with additional collaboration time. A recent curricular addition has the Advanced Piano and Advanced Creative Writing classes working together to compose songs as a part of cross-curricular collaboration.</p> <p>MCAA emphasizes student choice and initiative. Students are often given opportunities to incorporate artistic elements into their core subject projects. In addition, the Career Technical Education classes 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 collaborate on a regular basis, and do so also for productions and performances.</p> <p>Academic courses at MCAA also often offer a project based learning approach with real world projects. As an example, Economics students are expected to create their own shoe companies and design a food court to show supply and</p>	<ul style="list-style-type: none"> ● Multilingual Science Glossary ● Careers Project ● Senior Showcase 2021 ● Winter Music Week 2022 ● Community Art Show 2022 ● Excel Club Example ● Interact Club Example ● English/History Collaborative Projects ● Math/Science Integration Lesson ● Songwriting compositions and poems by Advanced Piano and Advanced Creative Writing class ● CTE/Dance Spring Showcase ● CTE/Dance Winter Showcase ● CTE/Drama Production ● CTE/Theater Tech ● MCAA Professional Pathways Program ● Project Based Lesson Examples ● Economics Shoe Factory Project
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<p>demand and the circular flow of resources to learn economic standards.</p> <p>As a 7th through 12th grade school, MCAA functions to a significant degree as its own feeder school. Middle school students are prepared for the specific expectations and culture of the high school. These students enter high school thoroughly familiar and experienced with the college-preparatory classroom expectations, block schedule, project-based approach, and emphasis on the arts. Additionally, MCAA students regularly perform at District elementary and intermediate feeder schools as outreach for the dance, drama, and music programs. Moreover, staff at MCAA participate in district-wide professional development and collaborative opportunities that facilitate content alignment.</p> <p>MCAA has a strong relationship with Yuba College. In the fall of 2021, our school joined the district in an Early College Program with an initial cohort of 12 ninth grade students. Students that begin the college admission program as freshmen can complete their AA degree while also completing their high school diploma. In addition, many MCAA students regularly take college courses during summer and school year sessions to meet high school graduation requirements, or to meet college admission and degree requirements.</p> <p>The counseling office facilitates several visits every year to college campuses and also sponsors college representative classroom presentations to provide opportunities for students to explore options after high school.</p> <p>MCAA utilizes LifeTrack Services to survey 12th graders, and conducts additional follow-up surveys with them one, three, and five years after graduation. MCAA also utilizes data collected by the California Department of Education on its graduates. Both of these sources of data are used to determine the effectiveness of the curricular program.</p>	<ul style="list-style-type: none"> ● New Student Orientation ● Student Handbook ● School Outreach Program Examples ● District-Wide PD and Collaboration Example ● Early College Program ● Yuba College Dual Enrollment Tracking ● Yuba College Concurrent Enrollment 2022-23 ● College Visit Example ● College Representative Visit Example ● Lifetrack Senior Exit Surveys ● Lifetrack Postgraduate Surveys ● Lifetrack Cumulative Surveys ● DataQuest graduate data
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B2. Equity and Access to Curriculum Criterion

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

Indicators

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

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

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, including college and career and/or other educational goals.

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

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

Findings	Supporting Evidence
<p>MCAA effectively allows all students to make appropriate choices in classes and to pursue a full range of realistic career and educational options in a variety of ways. Students select classes based on the educational plan that they have created in their Careers class, which they refine with the school counselor. These refined plans are based on completing UC A-G as well as MCAA graduation requirements. The Careers teacher works in tandem with the counselor to 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 once a year during 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 through Google Classroom.</p> <p>At MCAA, students can take arts, media, and entertainment Career Technical Education (CTE) classes in music, dance, theater performance, graphic design, and technical theater. MCAA students can also take CTE classes in medical professions, early education, and sports medicine at Marysville High School.</p>	<ul style="list-style-type: none"> ● MCAA Course Catalog ● Educational Plan ● Careers Plan Project ● Course Selection Summary Example ● Careers Pathways Fair ● College and Career Fair ● Yuba College Information Day ● Cash for College Flyer/Info ● Counselor Presentation Example ● Google Classroom Senior Class Example ● MCAA Course Catalog

<p>In addition, MCAA has a broader Professional Pathways recognition program for students who follow a sequence of classes, create a portfolio or culminating project, and demonstrate a high level of proficiency in a Visual or Performing Arts career pathway.</p> <p>MCAA is an Arts, Media, Entertainment Institute (AME) California Department of Education Demonstration School Site. As part of the AME CTE curriculum, students are encouraged to apply for mentorships or internships to gain work experience in an organization to be career ready.</p> <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. 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 events or 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 to curriculum and success for all students. The recent increase in collaboration time and the development of Professional Learning Communities (PLCs) has strengthened mentorship, collegiality, and the sharing of effective instructional practices. Staff participation at Student Study Team (SST), Individual Education Plan (IEP), and 504 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.</p> <p>All classes now post assignments and supporting documents</p>	<ul style="list-style-type: none"> ● MCAA Pathways Program ● CDE AME Demonstration Sites ● Mentorship Example ● Project Based Learning Rubric Examples ● Lesson and Rubric Examples ● Drama Performance Example ● Dance Performance Example ● Music Performance Example ● Visual Art Exhibit/Crocker Museum ● Visual Arts/Creative Writing Collaboration ● Visual Arts/Songwriting Collaboration ● Day of the Dead Collaborative Project ● SST Weekly Grade Check Form ● Beyond SST
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online through Google Classroom, which helps make learning accessible to all students. Google Classroom allows teachers to post assignments and agendas for each class and to make curriculum available online for students that are unable to attend class. Outreach Consultants (ORCs) are also added to each Google Classroom so that they can monitor all assignments and progress made by students, which makes it easier for the ORC to know what assignments students will need help to complete.

MCAA students have a personal learning plan that allows them to meet or exceed academic standards. Students who are participating in performances are required to have regular grade checks as well as sign an academic contract in order to participate in performances. The personal learning plan assists students and their parents in exploring, analyzing, and evaluating educational and career goals, and it 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.

In addition, the counselor 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.

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.

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

- [Google Classroom](#)
- [Google Classroom Example](#)
- [Study Skills Google Tools Presentation](#)
- [ORC Monitoring Example](#)

- [MCAA Graduation Plan](#)
- [Audition/Performance Contract](#)
- [New Student Orientation](#)
- [Counselor Careers Presentation](#)

- [Class Presentation Example](#)

- [Course Selection Records Example](#)

- [Professional Pathways Recognition Program](#)

- [LifeTrack Senior Exit Surveys](#)

- [Senior Counselor Presentation](#)

- [Career Fair Presentation](#)

<p>universities. The counseling office regularly meets with juniors and seniors during their classes and during scheduled class meetings to discuss college opportunities and completing applications for financial aid for colleges. Students also participate in the Yuba College Information Day where they have the opportunity to meet with university representatives from around the country.</p> <p>MCAA staff organize field trips for students to perform in the community, giving them exposure to career expectations and a window into the demands of a profession in the arts. MCAA students also often attend the Oregon Shakespeare Festival and perform at statewide competitions, such as the Lenaea Festival at Folsom College, to broaden real life career connections.</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, AP Spanish, AP Music Theory, 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>	<ul style="list-style-type: none"> ● FAFSA Night ● Yuba College College Information Fair ● School/Community Performances ● Lenaea Festival Info Packet for Students and Parents ● MCAA Course Catalog ● College class enrollment data ● Demographics of AP Exam Participants 2022 ● AP Data Summary ● Lifetrack Exit Surveys ● Lifetrack Postgraduate Surveys ● Lifetrack Culminating Surveys ● Parent Survey
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ACS WASC Category B. Curriculum Summary, Strengths, and Growth Needs

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

Areas of Strength

1. Mathematics has had slight increases in test scores despite pandemic learning loss
2. Continuously reevaluating 9th block intervention so that it best serves the teacher and student needs on a needs basis and using Enriching Students Program for accountability and organizational purposes
3. Cross curricular collaboration between performing arts and core classes
4. Additional AP courses and technology in classroom to support student learning
5. Strongly encouraging students to participate in events off campus as a part of their final learning experience for the school year

Areas of Growth

1. Reducing the amount of study halls and increasing the amount of electives to generate more student involvement
2. CAST scores went down after 2020 so there might be a need for increased support in the science department
3. Increasing the number of AP Courses including possibly AP Pre-Calculus in 2023-24.

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

- The 9th block system needs to be completely overhauled to develop an intervention and enrichment system where all students have a classroom to be assigned to and there is accountability for not showing up to assigned 9th blocks.
- Students lack the ability to effectively communicate their thoughts and ideas be it through class discussions or through presentations of projects in classes. Training for staff, and in turn students, in what academic, artistic, and interpersonal language looks like at MCAA. Development of a culture of kindness, collaboration, and creativity.
- Develop and maintain a diversity of course offerings in the arts, ideally in a rotating yearly schedule, that gives students additional opportunities for training and encourages increased school involvement for upper-grade level students. Emphasis should be placed on the Arts Pathway process so that students develop their interests in Middle School and declare a focus at the beginning of High School.
- Improve critical thinking and data analysis skills: developing well-supported evidence based arguments and application of skills.
- Technology and facilities infrastructure should be developed in line with our school vision, mission, and Schoolwide Student Goals. Students need to be able to comfortably see and

interact with technology and it needs to be smoothly incorporated into the classroom experience. Students need to be able to investigate, access, and incorporate research for assignments while on the school campus.

- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
 1. Increased support for the Science department
 2. Additional AP courses

- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - **Identify important next steps within the schoolwide action plan/SPSA.**
 - 1. Reduce study halls and increase the number of elective classes.**
 - Both our LCAP and SPSA include actions and funding for support of existing and additional sequenced arts elective classes. Additional actions in our Action Plan should focus on expanding core academic classes of interest to our juniors and seniors. i.e. Film and Literature; CTE Music Production
 - 2. Increased support for the science department**
 - Both LCAP and SPSA plans include actions to provide increased levels of funding for classroom resources and supplies, professional development for teachers, and academic support for students. Support for science is implied but perhaps should be more specific.
 - 3. Additional AP courses**

The LCAP currently provides funding for an additional math teacher which facilitates our current Honors Pre-Calculus class to be potentially offered as an AP class instead. The LCAP also provides funding for AP training for a teacher or teachers. The Action Plan should include actions for exploration and potential implementation of additional AP classes.

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

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

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

Indicators

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

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

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

Findings	Supporting Evidence
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MCAA offers a rigorous, standards-aligned, college preparatory curriculum in all academic areas. All staff members regularly observe student work to ensure that all students are consistently involved in challenging and relevant learning. Staff observe student work through a variety of methods, for example: 1) having students make multiple drafts of their work throughout each unit which the teacher is able to view, discuss, and collaborate for revisions; 2) having students complete personal reflections on their work looking for possible improvements; 3) having students participate in peer assessments that are also used for observing and evaluating student work.

In addition, in all classes at MCAA, staff continuously circulate among students to provide feedback during the work processes. This allows the teacher to evaluate the students' understanding of their work, provide immediate feedback, and clear up any misunderstanding of concepts that a student or group of students might have. Binder checks are also used to monitor student growth in science and math classes.

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. Students in advanced classes are provided the opportunity to choreograph and direct dance and dramatic works as a way to demonstrate acquisition and application of knowledge.

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. History and Science projects are used extensively to provide students the opportunity to apply and demonstrate skills acquired in class. In the visual and performing arts classes, students regularly create real world products such as student written, directed, and acted One Act Plays, art exhibitions, choreographed dance performances, and lighting and stage designs for school productions.

Staff in all disciplines also utilize high level questioning and discussions as a direct way of involving students in a challenging learning environment. For example, science

- [Master Schedule](#)
- [MCAA Course Catalog](#)
- [UC a-g Course List](#)
- [Lesson Plan Examples](#)
- [Feedback Examples](#)
- [Binder Check Example](#)
- [Visual Arts Critique Examples](#)
- [Music Critique Example](#)
- [Dance Choreography Critique Example](#)
- [Drama Critique Rubric](#)
- [History/Social Science Project Examples](#)
- [Science Project Example](#)
- [One Act Play Examples](#)
- [One Act Play Photos](#)
- [Community Art Show 2022](#)
- [Dance Performance](#)
- [Drama Production](#)
- [Socratic Seminar Questioning Example](#)

classes watch a demonstration or phenomenon and then have 10 minutes to write down all of the questions they can think of in regards to what they have observed. To further facilitate discourse, students in several disciplines are given the opportunity to voice their opinion in an end of year survey about challenges and areas of improvement.

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) clear expectations and grading policies articulated in syllabi distributed at the beginning of each course 2) daily objectives and standards on the board and students write them down in a notebook; 3) exit ticket activities such as time for journal writing, staff or students summarizing daily work, vocabulary review, and teacher directed closing conversations; 4) use of carefully designed rubrics that clarify expectations and levels of achievement; 5) online posting of assignments in standards addressed and instructional expectations. Each teacher maintains an active Google Classroom site where students can access important information regarding expectations and course requirements.

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. The percentage of Hispanic and socio-economically disadvantaged students in AP classes has steadily grown. High school students have an opportunity to be in our Early College program as a pathway to graduate with an Associate Degree along with their high school diploma, as well as take concurrent and dual enrollment college classes. All staff have been trained to work effectively with ELL 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 students and help them reach the Schoolwide Student Goals.

Many students at MCAA also gain an understanding of the

- [Science Lab Example](#)
- [Class Survey Example](#)
- [Lifetrack Exit Surveys](#)
- [Course Syllabi Example](#)
- [Assignment Examples with Standards](#)
- [Rubric Examples](#)
- [Google Classroom](#)
- [New Student Application](#)
- [Honor Roll 21-22](#)
- [AP Enrollment Data](#)
- [Early College Program](#)
- [New Course Interest Form](#)

<p>level of performance required to achieve college and career readiness through their engagement with CTE pathways programs. Students who serve as teacher assistants have the opportunity to practice supporting and teaching their peers and younger students in an area of expertise. AP classes are available in English Language and Composition and English Literature, Music Theory, Art, Calculus, and Environmental Science to further prepare students for college level academic courses.</p> <p>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. 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>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, songwriting, vocal, or instrumental music. This recognition helps motivate students from all backgrounds and abilities to be successful at MCAA. Another indicator that MCAA is excelling is our CAASPP scores, which are consistently on par or better than the district and state averages. US News and World Report has recognized MCAA as one of the best schools in the country consistently over the last 15 years.</p>	<ul style="list-style-type: none"> ● CTE Pathway Classes ● Master Schedule ● Honor Roll 21-22 ● Graduation Rate ● College-Going Rate ● Awards Ceremony ● CAASPP and CAST Summary ● US News & World Report
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C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

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

Indicators

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

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

textbook.

C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

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

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

Findings	Supporting Evidence
<p>MCAA teachers effectively use a variety of strategies, multimedia, and other technologies to create equity-centered classrooms that actively engage students. On an ongoing and regular basis, staff utilize a variety of digital tools, such as Google Classroom, PhET interactive simulations, Commonlit, and Gizmos. Staff also utilize online speeches and podcasts such as Ted Talks, Edpuzzle, and YouTube instructional videos. All classrooms are equipped with LED projectors, most classrooms have document readers, and several have Smart Boards.</p> <p>At MCAA, all staff coach students in skills that will help them better support themselves and their peers as they move through their educational journey. Some examples of these coaching methods include: 1) assignments in English and History/Social Studies classes that are focused on student choice from connected, standards-focused options; 2) science assignments where students research and design the procedure for experiments and often find new approaches and alterations to currently used experiments; 3) 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; 4) teachers utilize Google Classroom to provide materials and tools that help a variety of styles of learners to succeed; 5) 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; 6) social science and history classes watch historical and more current debates and evaluate the ways in which speakers address issues and explain standpoints to better equip students for making informed decisions in their own lives and futures; 7) in visual and performing arts, students regularly develop and create their own works of art, write and direct student plays, and choreograph dance performances. In the Yearbook class, students are the driving creative force behind the creation and publication of this</p>	<ul style="list-style-type: none"> ● Open Ended Science Experiments ● Advanced Piano Baroque Era Presentation ● English Lesson example ● History/Social Lesson Example ● History/Social Science Projects and Rubrics ● Open Ended Science Experiments ● English Coaching Rubric Example ● Google Classroom ● Math Lesson Example ● Presidential Portfolio/Debate Example ● Visual Art Examples ● Yearbook Page Examples

annual document.

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. One example of this is the Dystopian final research paper in English where students research a topic and consider its history, present, and plausible future in relation to the novels they read over two separate units. In addition, online tests are regularly given in mathematics and English to gauge student comprehension, with opportunities for reteaching and reassessing provided in most departments. Some classes use social media to connect with students, such as the Yearbook class Instagram which provides students with opportunities to share their photos to be featured in the yearbook. Thus, the MCAA staff has a strong commitment to effective coaching strategies that facilitate learning and engage all students.

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 in the Supporting Evidence links. In the 8th grade science classes all students are required to participate in the Roller Coaster 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 and share cladograms designed in groups or individually. In addition, all science class (7th Grade, 8th Grade, Biology, 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.

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 works or products in response to an assignment or prompt, and then are subject to individual and class critiques.

In English classes, many assignments and most finals have both written and creative elements. 8th grade English students create a graphic representation of a survivor of an event from history alongside a summary and evidence supported theme

- [Dystopian Research Paper and Example](#)
- [Yearbook Instagram Example](#)
- [Science Real World Application](#)
- [Roller Coaster Project](#)
- [Chemistry Lab Example](#)
- [Science Lab Example](#)
- [Dance Performance Critique Example](#)
- [Visual Arts Critique Example](#)
- [Performing Arts Critique Example](#)
- [Maus Creative Final directions](#)

upon completion of the graphic novel *Maus*, which details a holocaust survivor’s experience during World War II in a graphic novel. Many other assignments in all of the English classes require outside research to garner a stronger understanding of the content before, during, and after units, such as the 10th grade March Book 1 unit wherein students utilize research and film to better understand the United States before and during the civil rights movement.

The history/social science classes assign many small group projects throughout the year. Students in 8th grade History complete the “State Project” and in World History complete the “Countries Project.” Both of these projects require 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 about infrastructure and economy. In 11th grade U.S. History students participate in the “Ellis Island ” project wherein they learn about and act as immigrants entering the country at Ellis Island. A mock entry point is created where Senior students interview people as they attempt to enter the United States, asking a variety of questions about their backgrounds, their lives in their former countries, and their intentions before making determinations about the justification of their entry. This experience ends in a mock trial for those at risk of being deported, during which they are given the opportunity to speak as their character to defend and explain their efforts to enter the US.

In the Spanish classes, a favorite project takes place for Day of the Dead. Students create “ofrenda” (offering) dioramas, sculptures, and art pieces showing their heritage and family in a way that allows them to connect with the class and culture.

Theater Tech develops students’ abilities to work lighting, sound, and all other technology aspects of productions. The class teaches students how to work with each other as well as the technology necessary for performances and results in students running tech for most if not all shows throughout the school year.

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 collaborative efforts among the

- [Maus student example](#)
- [Letter From Birmingham Presentation](#)
- [Letter From Birmingham Assignment](#)
- [Civil Rights Student Example](#)

- [States Project](#)

- [World History Countries Project](#)

- [Ellis Island Project](#)

- [Ellis Island Photos](#)

- [Day of the Dead Ofrendas](#)

- [Theater Tech Student Portfolio Example](#)

- [Student Work Examples](#)
- [Assessment Data Examples](#)

staff to fine tune and improve the students’ abilities based on results, data, and feedback from current practices.

Student use of technology is extensive and comprehensive at MCAA. 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, as well as pre and post-tests. 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. In addition, Songwriting students use Noteflight to write their own music and lyrics. Students use lighting equipment for photography projects and theater arts performances. Students use Wacom Tablets to assist in drawing on computers and students frequently use Google Slides and Prezi to create and present their projects or knowledge in various subjects. Digital cameras are also used regularly by students to take pictures at school events, activities, and performances for publicity and the Yearbook, and students use or assist in the use of lighting and sound production equipment for all school performances, presentations, and activities.

MCAA students demonstrate that they are able to organize, access, and apply knowledge in multiple assignments in core and artistic classes through collaborative projects. Art and creative writing, dance and orchestra, and social studies and English classes have all created projects that encourage students to apply their knowledge across multiple disciplines. In both dance and music classes, students apply the knowledge and skills they learn in respective classes to successfully learn and perform unfamiliar techniques and styles, especially non-western traditional dance and music. Dance classes have brought in guest artists and choreographers to provide this opportunity to students. In orchestra classes and dance classes, students research these non-western styles, using technology to share their found knowledge with the class.

Career preparedness is integrated into the required classes that students take at MCAA. All ninth grade students take a one-semester class called Careers. The Careers class introduces students to career awareness and the process for planning and preparing for a career. Students begin by

- [Google Doc Example](#)
- [Math Calculator Test Example](#)
- [Graphic Arts Examples](#)
- [Noteflight Example](#)
- [Photography Examples](#)
- [Student Presentation Example](#)
- [Photography Portfolio Example](#)
- [Production Lighting Example](#)
- [Art and Creative Writing Project Examples](#)
- [English/Media Project](#)
- [Winter Dance Program](#)
- [Dance Student Presentation Example](#)
- [Senior Careers Presentation](#)
- [Careers Plan Project](#)

<p>researching a variety of career opportunities that align with their interests, then begin identifying possible college degrees, colleges, trade school, and military routes that would lead to these career options. In addition, students create resumes, apply for jobs, and go through a realistic mock interview. Beyond informing students of higher education opportunities, students learn some basic life skills in the Careers class including budgeting, life balance, and work environment skills.</p> <p>College and career planning is further supported by assignments and activities in the core academic classes, such as presentation skills and college and scholarship application writing. In English, students practice writing personal statements and college application essay questions.</p> <p>While job shadowing, internships, and apprenticeships are not required at MCAA, they are encouraged and supported through the counseling office. Students at MCAA have multiple opportunities to participate in Career Technical Education (CTE) classes. MCAA currently offers its students five CTE pathways in the Arts, Media, and Entertainment Sector: Dance, Music, and Theater Performance, Graphic Design, and Technical Theater. Students can also enroll in Medical Professions, Early Childhood Education, and Sports Medicine at Marysville High School. In addition, MCAA has developed its own Professional Pathways program that includes several more creative arts disciplines with a sequenced set of classes culminating in a project or portfolio.</p> <p>Outside of school, many students at MCAA participate in community theater at The Acting Company, the Magic Theater, Convergence Theater Company, and Yuba Sutter Arts and Culture. MCAA students are also in high demand to support and perform in a great variety of community events, from haunted houses to history days.</p> <p>To further help students with career and college-preparation, the counseling office at MCAA publicizes and facilitates dual enrollment in classes at Yuba Community College. The Counseling Office also provides opportunities to visit college campuses and attend college fairs to learn about post-secondary options for all high schoolers.</p>	<ul style="list-style-type: none"> ● Careers Project w/Budgeting ● College Essay Example ● Personal Statement Example ● Apprenticeship Example ● Internship Example ● MCAA Course Catalog ● Professional Pathways Program ● Community Theater Involvement Example ● Community Theater with MCAA students identified ● Student Community Involvement ● Dual Enrollment Information ● College and Career Fair Flyer
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<p>At MCAA, the PSAT is offered free to all eleventh graders and the counseling office offers Free Application for Federal Student Aid (FAFSA) workshops to all high school graduating students to help navigate the website, create accounts, and identify personal information that they need.</p> <p>MCAA’s college readiness (64%, 2021) and acceptance (73.6%, 2020) data indicates good success and effectiveness in this area but it is still recognized as an important area of growth.</p>	<ul style="list-style-type: none"> ● FAFSA Cash for College Flyer ● CADashboard College Readiness Data ● College-Going Rate
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ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

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

Areas of Strength

1. MCAA has a student centered focus where there is a commitment to and focus on the importance of education.
2. MCAA students and staff are invested in creativity and take ownership of class and school activities.
3. MCAA is committed to maintaining a small school environment where students do not “fall through the cracks.”
4. MCAA has prioritized support of struggling students through the addition of para educators, outreach consultants, and additional counseling hours.
5. The availability of the Block 9 intervention period is a key to student success.
6. MCAA promotes and supports collaboration among departments and grade levels.
7. Teachers provide test retakes and revision opportunities for students to increase their opportunities for success.

Areas of Growth

1. The school needs to do a better job of challenging advanced students.
2. There are scheduling challenges that need to be addressed such as:
 - a. Seniors half days lowering student involvement
 - b. Students taking classes at other places and returning late as a result of dual enrollment or CTE classes at other schools.
3. MCAA needs to improve its use of student feedback by giving timely feedback and engaging students with the feedback.

4. Better Block 9 organization is needed.
5. The number and type of Block 9 enrichment opportunities need improvement.
6. There is a need for more career preparation awareness.
7. MCAA would benefit with more inter-departmental connection and collaboration.
8. Students need to be able to reliably access, both digitally and physically, academic research and content that is applicable to topics being taught.

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

1. The 9th block system needs to be completely overhauled to develop an intervention and enrichment system where all students have a classroom to be assigned to and there is accountability for not showing up to assigned 9th blocks.
2. Students lack the ability to effectively communicate their thoughts and ideas be it through class discussions or through presentations of projects in classes. Training for staff, and in turn students, in what academic, artistic, and interpersonal language looks like at MCAA. Development of a culture of kindness, collaboration, and creativity.
3. Develop and maintain a diversity of course offerings in the arts, ideally in a rotating yearly schedule, that gives students additional opportunities for training and encourages increased school involvement for upper-grade level students. Emphasis should be placed on the Arts Pathway process so that students develop their interests in Middle School and declare a focus at the beginning of High School.
4. Improve critical thinking and data analysis skills: developing well-supported evidence based arguments and application of skills.
5. Technology and facilities infrastructure should be developed in line with our school vision, mission, and Schoolwide Student Goals. Students need to be able to comfortably see and interact with technology and it needs to be smoothly incorporated into the classroom experience. Students need to be able to investigate, access, and incorporate research for assignments while on the school campus.

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

1. Challenging advanced students
2. Scheduling challenges
3. Career preparation awareness

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

- **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
- **Identify important next steps within the schoolwide action plan/SPSA.**

While the current LCAP and SPSA plans address most of the identified Growth Areas and major student learner needs for this Focus Group, there are four areas that need to be emphasized and expanded in the Action Plan:

1. Challenging students and engaging seniors student goals needs to include new academic class offerings as well as arts electives.
2. Scheduling impacts for students enrolled in dual enrollment and off campus CTE classes needs to be studied.
3. Career preparation awareness and activities need to be better integrated into the entire school culture.
4. An easily accessible and reliable source for academic research needs to be identified and acquired.

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

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

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

Indicators

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

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

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

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

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

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

Findings	Supporting Evidence
<p>MCAA staff members effectively utilize a wide variety of thorough and equitable assessments with students. Staff in all subject areas administer pre-tests, quizzes, formative, and summative assessments on a regular basis. Rubrics are often used to guide students on classroom assignments and on project-based tasks. In addition, MCAA participates in district-wide bi-annual benchmark testing for all grade levels in English (ELA), Science, and Mathematics.</p> <p>Additionally 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 Science Test (CAST) is administered to 8th and 11th grade students; and the English Language Proficiency Assessment for California (ELPAC) is administered annually to all English Learners (ELs).</p>	<ul style="list-style-type: none"> ● Formative Assessment Example ● Summative Assessment Example ● English Common Assessments ● English 11 Benchmark Data ● English 12 Benchmark Data ● Math Benchmark Data ● Science Benchmark Data ● MCAA CAASPP Data

<p>Currently, staff members utilize the Illuminate program as well as textbook publisher software to disaggregate formative and summative tests and benchmark results to determine student achievement levels and the need for interventions. Disaggregation by ethnicity, socioeconomic status, and disabilities is utilized as necessary. Disaggregated data provided by the California Department of Education for CAASPP and ELPAC assessments is also analyzed on at least an annual basis.</p> <p>Analysis of performance on how well MCAA students are achieving the Common Core Standards, California State Standards, and Next Generation Science Standards is integrated into the staff’s review of district benchmark tests, CAASPP, and CAST data and drives goals and actions for the Local Control Accountability Plan (LCAP) and Single Plan for Student Achievement (SPSA). Staff and School Site Council members also annually review progress on MCAA’s Schoolwide Student Goals (SSG) as part of the review and revision of the school’s LCAP and SPSA.</p> <p>MCAA frequently informs its stakeholders about student achievement and shares information regarding 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, which is available 24 hours a day, seven days a week. Grade reports are sent home every four and a half weeks, and teacher contact is made when students are struggling. Interventions with specific students are recorded in Aeries by staff members. Parents, students, and the community are also kept informed via frequent Principal Updates, the school website, the school Facebook page, Parent Square communications, articles in the local newspapers, and PTSA and School Site Council meetings, as well as an ongoing district-wide media project on YouTube called Sunday Scoop.</p> <p>MCAA staff effectively use a variety of assessments to determine and monitor the growth of students and their progress towards meeting the academic, college, and</p>	<ul style="list-style-type: none"> ● Link to Illuminate ● Disaggregated Math Data ● Disaggregated English Data ● Disaggregated CAASPP Data ● LCAP Data ● SPSA Data ● CAST Data ● School Site Council Agendas/Minutes ● School Board Presentation Example ● Aeries Parent/Student Portal ● Principal Updates Example ● Local Newspaper Article Example ● MCAA Facebook Page ● Sunday Scoop Example ● Math Chapter Assessment Example
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<p>career-readiness standards. Course mastery is most often determined through chapter assessments, unit summative project evaluation, and district benchmark proficiency tests. Procedures for monitoring students' work include utilizing detailed and structured scoring rubrics, formal and informal feedback, and integrating both performance- and project-based assessments. Occasionally, assessments or projects may integrate more than one content area. For example, 8th grade English has multiple interdisciplinary interactions with other departments, primarily Art, Science, and History. This includes course and end of unit writing assignments that overlap in theme or focus. Debates, Socratic Seminars, and various writing assessments for voice, tone, and content, are employed to accurately gauge and gauge student understanding of cross-curricular themes.</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. These interventions often take place during the Ninth Block intervention period in the daily schedule.</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>Perception surveys indicate general stakeholder satisfaction with MCAA's monitoring and reporting of student progress. For students requiring accommodations and modifications to access the general curriculum, IEP, 504, and SST meetings are organized. These meetings take place either at the request of educational stakeholders or as mandated by a legal process. As needs arise, teachers, staff, and parents/guardians may request a meeting to discuss a student's strengths and needs to determine if the student will require additional support in the classroom. Parents/guardians are invited to meet with a team of the student's teachers, support staff in the school, and education professionals to review test results, coursework, grades and overall well-being. The student's needs are then</p>	<ul style="list-style-type: none"> ● English Unit Summary ● Benchmark Data Example ● Science Rubric Example ● History/English Writing Assignment Example ● Socratic Seminar Example ● Ninth Block School Schedule Example ● Ninth Block Math Intervention Examples ● New Student Orientation ● Course Request Summary Document ● Senior Exit Surveys ● Parent Perception Survey ● 504 Notification Example ● SST Intervention Example
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<p>summarized and analyzed in order to address, identify and remediate any barriers to student learning. The Beyond SST program is utilized to facilitate this process for students with 504's and SST's while the Special Education Information System (SEIS) is used to track academic progress for students with IEPs. Students with IEPs are regularly assessed for progress toward their annual goals and new goals are proposed as former goals are met. Parents and guardians receive progress report updates on IEP goals 3 times a year.</p> <p>All content-area staff at MCAA have participated in district-wide professional development and training on Common Core Standards in English, Mathematics, and Science, respectively. As a result, a number of curriculum-embedded assessments have been added or modified to assist the school in making decisions and changes in curricular and instructional approaches. For example, all classes, including physical education and performing arts, include writing assignments and assessments that are standards-based. Also, 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.</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 within their respective departments. Department collaboration is also being used to promote vertical alignment through the grade levels to more efficiently and seamlessly 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>MCAA's population of English Learners (ELs) generally accounts for 5-10% of total student population (currently 6%), and their needs are incorporated into curricular instruction. ELs are fully integrated into class assignments, projects, and assessments in their daily school activities. Data for English Learners is disaggregated whenever possible to stakeholders, and instruction is modified accordingly by educators. All staff</p>	<ul style="list-style-type: none"> ● 504 Plan Example ● Beyond SST Link ● IEP Progress Report Example ● MJUSD Professional Development Calendar ● Writing Rubric ● Advanced Lesson Plan Example ● Science/Math Assignment ● English Common Assessment Example 8th Grade ● English Common Assessment Example 9th Grade ● Common Assessments and Rubric Development (Mathematics) ● Science PLC Notes Example ● Arts PLC Notes Example ● ELD Support on Master Schedule ● ELPAC Data ● After School Tutoring Schedule
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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 rate supports our success with EL students.

The school counselor and principal are primarily responsible for monitoring overall course rigor and 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 have been added in mathematics and visual arts with others in the planning stages. Advanced Placement courses currently offered include English Language and Composition, English Literature and Composition, Environmental Science, Studio Art, Music Theory, and Calculus, with additional options planned to further increase the rigor and diversity of our school curriculum.

All stakeholders at MCAA are involved in varying ways and to varying degrees in assessing and monitoring student progress. MCAA staff is deeply involved in collecting and analyzing data on student achievement. The Guiding Coalition has developed 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. In addition, the district assists the school 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 school and student progress through the School Site Council and Parent Teacher Student Association (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

- [SWAT \(Students Who Are There\) Mission](#)
- [Mentorship Program](#)
- [RFEP Data 2021-22](#)

- [UC A-G Course Outlines](#)
- [MCAA Course Catalog](#)

- [Assessment Data Analysis Examples](#)
- [District Assisted Data Analysis](#)

- [Aeries SIS](#)
- [School Board Presentation](#)

- [School Site Council](#)
- [MCAA PTSA](#)
- [SARC](#)

<p>significant role in the assessment of the school and student achievement through their involvement and attendance at our many school productions, performances, and presentations. Involving all stakeholders in assessing and monitoring student progress has had a significant impact on the continuous improvement process at MCAA.</p>	<ul style="list-style-type: none"> ● Awards Presentation Example
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D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

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

Indicators

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

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

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

Findings	Supporting Evidence
<p>MCAA staff effectively utilize a great variety of appropriate assessments, all of them based on our School-wide Student Goals and Common Core, NGSS, and California State Standards. Formative assessments 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.</p> <p>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 reintroduced Dragon Fest, which features ballet, dance, music and drama performances, as well as art displays during lunch in the school common area. Departments use common assessments to compare and determine student success between different classes and regularly monitor student</p>	<ul style="list-style-type: none"> ● District Benchmark Example ● Standards Alignment ● Spiraling (review of previous work) Example ● Exit Slip Example ● Warm-Up Example ● Science Starter Slides ● Unit Pre and Post-Assessment Example ● Project-Based Learning Rubric Examples ● Gallery Exhibition Examples ● Drama Production Example ● Dance Performance Example

<p>progress during PLC meetings, designing targeted instruction and re-teaching respective sections of units as determined by assessments. Holistic assessment may include vertical and horizontal curriculum units, which incorporate a variety of learning modalities, skill level, and content areas.</p> <p>One example of using assessment to monitor and modify learning is the English Department’s Literary Elements Unit which involves a teaching unit, an assessment, then follow up targeted 9th block re-teachings of specific elements for groups who did not reach mastery. At the end of the 9th block, students are re-assessed and their original test score is adjusted according to the scores on these reteach assessments. Class average test scores consistently jump 10% by the end of the reteach and retest period.</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, however, for additional collaboration time to analyze and make use of assessment data.</p> <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, and is often displayed visually as well. MCAA teaching staff also include multiple checks for understanding through lessons and end with a summary of what was learned and accomplished.</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. Some individual staff also conduct end-of-course surveys to evaluate student feedback on course curriculum, materials, and teacher performance. The results of these surveys are used to modify and improve future course offerings.</p>	<ul style="list-style-type: none"> ● Music Performance Example ● Marching Band Parade Example ● PLC Progress Monitoring Example ● Common Assessment Examples ● Literary Elements Unit Plan ● Literary Elements Assessment ● Literary Elements Responses Example ● Staff Perception Survey ● Socratic Seminar Discussion Example ● Lesson Plan Example ● Unit Plan Example ● LifeTrack Senior Exit Surveys ● LifeTrack Post Graduate Surveys ● LifeTrack Culminating Surveys ● Staff Survey Example ● Teacher Survey Example
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ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

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

Areas of Strength

1. MCAA staff members effectively utilize a wide variety of effective and equitable assessments with students including project-based-learning opportunities and student performances; often, the projects incorporate the arts, creativity, and cross-curricular integration.
2. The school uses common formative assessments within subject area classes. Common formative assessments allow us to provide a more focused intervention for students during block 9 time and allow teachers to collaborate on the most effective manner in teaching a specific lesson.
3. 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. Achievement data is collected, analyzed, and disaggregated as needed to determine the most effective teaching and intervention strategies.
4. All staff at MCAA regularly participate in school and district-wide professional development, training and Professional Learning Communities.

Areas of Growth

1. The continued development of cross-curricular units among all academic and arts departments.
2. The continued refinement of our system of interventions to assist students struggling in a class including additional training for staff on how to best utilize our daily 30 minute intervention period.
3. Continued investigation into, acquisition of, and training in educational software and technology that can be used to improve and enhance classroom instruction.
4. Continued work with all stakeholders to update and refine our School Wide Student Goals.
5. The continued development of a uniform grading system that not only exists within each department but in the school as a whole as well with the goal of providing common expectations and procedures and a more consistent learning environment for all students.

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

1. The 9th block system needs to be completely overhauled to develop an intervention and enrichment system where all students have a classroom to be assigned to and there is accountability for not showing up to assigned 9th blocks.

2. Students lack the ability to effectively communicate their thoughts and ideas be it through class discussions or through presentations of projects in classes. Training for staff, and in turn students, in what academic, artistic, and interpersonal language looks like at MCAA. Development of a culture of kindness, collaboration, and creativity.
3. Develop and maintain a diversity of course offerings in the arts, ideally in a rotating yearly schedule, that gives students additional opportunities for training and encourages increased school involvement for upper-grade level students. Emphasis should be placed on the Arts Pathway process so that students develop their interests in Middle School and declare a focus at the beginning of High School.
4. Improve critical thinking and data analysis skills: developing well-supported evidence based arguments and application of skills.
5. Technology and facilities infrastructure should be developed in line with our school vision, mission, and Schoolwide Student Goals. Students need to be able to comfortably see and interact with technology and it needs to be smoothly incorporated into the classroom experience. Students need to be able to investigate, access, and incorporate research for assignments while on the school campus.

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

1. The continued development of cross-curricular units among all academic and arts departments.
2. Continued investigation into, acquisition of, and training in educational software and technology that can be used to improve and enhance classroom instruction.
3. Continued work with all stakeholders to update and refine our School Wide Student Goals.
4. The continued development of a uniform grading system that not only exists within each department but in the school as a whole as well with the goal of providing common expectations and procedures and a more consistent learning environment for all students.

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

- **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
- **Identify important next steps within the schoolwide action plan/SPSA.**

While the current LCAP and SPSA plans address most of the identified Growth Areas and major student learner needs for this Focus Group, there are four areas that need to be emphasized and expanded in the Action Plan:

1. The continued development of cross-curricular units among all academic and arts departments.
2. Continued investigation into, acquisition of, and training in educational software

- and technology that can be used to improve and enhance classroom instruction.
3. Continued work with all stakeholders to update and refine our School Wide Student Goals.
 4. The continued development of a uniform grading system that not only exists within each department but in the school as a whole as well with the goal of providing common expectations and procedures and a more consistent learning environment for all students.

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

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

E1. Parent and Community Engagement Criterion

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

Indicator

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

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

Findings	Supporting Evidence
<p>MCAA staff and students employ multiple strategies to communicate with and involve families, local businesses and 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. School Outreach Consultants (ORCs) and teachers utilize Aeries Parent Square to facilitate parent volunteer involvement. A parent volunteer opportunity form is sent out at the beginning of the school year through Parent Square and posted on the school website to indicate areas of volunteer interest and to provide contact information. Parents have many opportunities to contribute to the school by participating in fundraising events, chaperoning dances, drama and music productions help, and acting as parade assistants. The School Site Council is another dynamic vehicle for parent, student, and staff involvement that engages all members in decision-making on the school's learning and teaching process. Parents also have the opportunity to be part of the MJUSD district wide advisory committee.</p> <p>To communicate effectively with the school community, MCAA utilizes a school website, teacher Google classrooms, teacher websites, a school Facebook page, regular Principal updates, automated mass messaging, personalized texts through Aeries Parent Square, and direct phone and email contact. Most information and all important school communications are printed in English, Spanish, and Hmong. Parent Square also translates messages into several other languages. Further communication occurs through social</p>	<ul style="list-style-type: none"> ● MCAA PTSA ● Volunteer Opportunities Form ● MCAA School Site Council ● Site Council Meeting and Minutes Example ● MJUSD DAC ● MCAA School Website ● MCAA Facebook Page ● Principal Updates Example

media via Leadership and other departmental Instagram accounts. The PTSA also maintains a Facebook page and PTA sponsored app 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. There is a new student/parent orientation every fall and a back to school night to help new families acclimate to the school. Parents with exceptional service to the school are recognized at Senior Graduation and in school production programs.

MCAA actively publicizes its events and activities in the local newspaper and participates in many community outreach activities. MCAA dance, drama, martial arts, vocal, and instrumental programs all offer frequent and numerous presentations at local schools, service clubs, and community parades and events. The school's Excel Club, a service club affiliated with the local Exchange Club, is one of the most active clubs on campus. Excel Club members regularly volunteer at a multitude of community events and entertain at local care centers. The school has started a new Interact club this year which focuses on service at community arts and cultural events. In the spring semester, a student open house recruiting event and a school carnival open to the community are planned.

While MCAA recognizes a need to cultivate more community partnerships, MCAA currently partners with the local Yuba/Sutter Arts Council for exhibitions, demonstrations, contests, and performances. Students participate in the nationwide Scholastic Arts visual arts and creative writing competition as well as regional and statewide contests. Students also compete in Rotary and Lions Club Speech contests, Poetry Out Loud, and the Lenaea Festival. MCAA also works closely with Yuba Community College (YCC) 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. Translators are available in both Spanish and Hmong as needed for meetings, documents, and 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, Resource

- [Aeries.net Example](#)
- [MCAA PTSA Facebook Page](#)
- [New student Orientation Example](#)
- [Production Program with Parent Recognition Example](#)
- [Newspaper Article Example](#)
- [School Outreach Example](#)
- [Excel Club Example](#)
- [Interact Club Example](#)
- [ASB Meeting Notes](#)
- [Arts Council Exhibition Example](#)
- [Scholastic Arts Visual Arts Winners Example](#)
- [Scholastic Arts Writing Winners Example](#)
- [Poetry Out Loud Participation Example](#)
- [Lenaea Festival Info](#)
- [Yuba College Enrollment Info Example](#)
- [Translated Document Example](#)
- [Gold Gazette Newsletter \(available translated\)](#)
- [504 Meeting](#)

<p>Specialist Teacher, 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 accommodation guidelines and any curriculum modifications to make sure students are receiving the necessary support to be successful in school. Several staff members speak more than one language, and science and math textbooks have multi language resources. In addition, MCAA has four Para Educators that work with students with IEPs 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.</p> <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, Butte, and Sierra 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>	<ul style="list-style-type: none"> ● Notification Example ● 504 Accommodation Plan Example ● Multilingual Science Glossary ● ELPAC Data ● EL Graduation Rate ● EL Redesignation Rate ● Yuba College Information Day Example ● College and Career Fair Example ● FAFSA Workshop Example ● College Representative Visit Example
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E2. School Culture and Environment Criterion

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

Indicators

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

E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above*

indicators; include supporting evidence.

Findings	Supporting Evidence
<p>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 students and their parents are required to sign a technology contract at the beginning of the school year. 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.</p> <p>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 involvement activities. There are also a variety of school clubs on campus that focus on inclusion. These include Gay Straight Alliance (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. There are annual staff safety training videos and all classrooms have evacuation guides and maps. The school, district, and local agencies use the Catapult notification system to communicate during emergencies. All science classes have student safety contracts signed by both students and parents and all students must pass a lab safety test annually.</p> <p>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</p>	<ul style="list-style-type: none"> ● MJUSD Technology Use Board Policy and Contract ● Site Safety Report Example ● MCAA School Safety Plan ● MCAA Student Handbook ● Course Syllabus Example ● Classroom Posters Example ● School website Bullying form ● MJUSD UCP ● SWAT Team ● ASB Meeting Notes ● MCAA Clubs ● Club Fair Day ● MCAA Staff Handbook ● Catapult Emergency System Example ● Lab Safety Contract ● Lab Safety Test ● MCAA Staff Handbook ● Healthy Kids Survey Summary 2018-19

<p>Healthy Kids Survey, Senior Exit surveys, and stakeholder perception surveys clearly support the conclusion that MCAA is a safe and nurturing learning environment.</p> <p>There is also strong evidence that an atmosphere of trust, respect, and professionalism has been established at MCAA. Administration 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, leadership team members, and most teachers have received training in Professional Learning Communities (PLCs). Training is planned for all new teachers in PLCs.</p> <p>The school has clearly stated and posted Mission and Vision Statements, School-wide Student Goals, and Classroom Expectations throughout the school campus. The process of creating the schools mission and vision and classroom expectations involved stakeholders including parents, students, staff, and governing board members. All stakeholders have also participated in the development and monitoring of both the LCAP and the SPSA. All stakeholders are involved in the review and approval of the annual plans through perception surveys and Guiding Coalition (leadership team), Site Council, and community meetings.</p>	<ul style="list-style-type: none"> ● Senior Exit Surveys ● Current Student Perception Survey ● Staff Meeting and Guiding Coalition Notes ● PLC notes example ● LCAP ● SPSA ● Classroom Posters Example ● MCAA Vision Action Plan ● School Site Council Notes
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E3. Personal, Social-Emotional, and Academic Student Support Criterion

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

Indicators

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

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

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

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

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

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

Findings	Supporting Evidence
<p>MCAA has a broad range of multi-tiered academic support services in place and available that effectively assist its students, which include but are not limited to: the Block 9 Intervention period, Study Hall classes, tutoring, and credit recovery options. 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. The counselor and Outreach Consultants (ORCs) work closely with students to ensure 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 multi-tiered support services for its special needs students and any student struggling academically. A part-time RSP teacher, 4 paraeducators, 2 Outreach Consultants (ORCs) and a school psychologist guarantee that students with Individual Education Plans (IEPs) and 504 Plans receive all services to which they are entitled and that MCAA staff follow the student plans. A comprehensive array of tutoring and mentoring programs are available for intervention and support. MCAA offers Edmentum and summer school as course recovery options and A-G qualification. This is further supported by the Coordination of Services Team (COST), which involves the ORCs, counselor, principal, and English and Math Department chairs. This group regularly monitors student successes and struggles and decides on SST necessity, approaches to support, and goals for struggling students.</p>	<ul style="list-style-type: none"> ● Block 9 Intervention Example ● Enriching students link ● Tutoring schedule ● Tutoring Sign In Example ● Edmentum Credit Recovery Record ● College Representative Visit Example ● College Fair Example ● Graduation Plan ● Senior Year Planning Guide ● 9th Grade Course Selection and Plan Check Example ● Counselor Class Presentation ● Grade Check Form ● Student Health Resources Example ● Counselor Mental Health Presentation Example ● Care Solace Counseling Referral ● SST Intervention Plan Form ● SST Weekly Grade Check ● D and F List Report

The school has a strong Student Study Team (SST) process in place, managed by the ORC's, that moves quickly and effectively to support any student struggling academically. 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 contact with ORC's, peer mentoring, tutoring, and additional help from support staff. Effective instructional strategies are also shared among staff to support groups of struggling students. MCAA uses the Beyond SST web-based data management system to initiate, schedule, create, and monitor student intervention plans.

The school psychologist is also available for student support when a mental issue, physical issue, or crisis arises. Referrals to community agencies, social services, and specialists are made by administration, counselor, ORC, and/or school psychologist when appropriate. All families have access to Care Solace for matching students or families with mental health services.

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.

MCAA staff implement a variety of strategies in the classroom to accommodate different styles of learning. Again by design, MCAA's instructional approach includes 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. 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

- [Student Contract Example](#)
- [Intervention Strategies Example](#)
- [Beyond SST \(MTSS\)](#)

- [Community Support Services](#)
- [Care Solace Flyer](#)

- [MCAA Mission and Vision](#)
- [MCAA Charter](#)
- [LifeTrack Exit Surveys](#)
- [LifeTrack Postgraduate Surveys](#)
- [Lifetrack Culminating Surveys](#)
- [Parent Perception Survey](#)
- [Current Student Perception Survey](#)

- [Science Real World Application Example](#)
- [Science Project Example](#)
- [Graphic Arts Project Example](#)

learning communities to create powerful dramatic, dance, and musical productions. Staff also provide access to assignments and activities on Google Classroom.

MCAA staff members collaborate departmentally and across subject areas to investigate and implement the best practices for connecting students with curriculum content. In addition, staff work with counselors and parents to create individual learning plans that include specific accommodations when needed. 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.

Students in Advanced Placement classes are offered extra tutoring and encouraged to form study groups. Support and opportunities for gifted and advanced students are recognized as areas of growth for the school. A student course interest survey was administered this fall to help guide potential changes in the Master schedule to include STEAM Pathway, more AP classes, more arts opportunities, an additional language class, and a variety of related English courses.

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, district wide common formative assessments and standardized test scores are also used to identify student learning needs and aid in implementing intervention strategies.

All staff members are highly qualified and able to provide in class support and targeted instruction to students identified as English Learners (EL), gifted and talented, and Special Education. Push-in support is also provided by paraeducators to students identified with special needs. The paraeducators communicate regularly with classroom staff to facilitate success.

MCAA's counselor and principal regularly examine class offerings and enrollments with input from staff, students, and

- [History Project Example](#)
- [Dance Production Example](#)
- [English Cross Curricular Examples](#)
- [Art and Creative Writing Cross Curricular Examples](#)
- [Intervention Plan Example](#)
- [Assessment Summary Example](#)
- [New Class Interest Survey](#)
- [English Formative Assessment Summary Example](#)
- [Math Formative Summary Example](#)
- [Staff Directory](#)
- [Master Schedule](#)

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 also closely reflects demographic proportionality in most years.

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. MCAA has career pathway programs to develop specialized arts, media, and entertainment career skills. The Technical Theatre II class is articulated with Yuba College where students can earn 3.0 college credit hours that are transferable to UC/CSU's. Students also have access to additional career technical education classes at Marysville High School.

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 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. Beginning in the 2021-22 school year, incoming 9th grade students can apply for the Early College program. Students completing the Early College program graduate with both a high school diploma and an Associate's Degree in Social and Behavioral Science.

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. After school tutoring, as well as study hall, study skills, 9th block

- [MCAA Course Catalog](#)
- [AP Enrollment Data](#)
- [Graduation Plan](#)
- [MCAA Pathways Program](#)
- [CTE Course Offerings](#)
- [Yuba College Registration Example](#)
- [2022-23 Yuba College Concurrent Enrollment Data](#)
- [Dual Enrollment Data 2020-2022](#)
- [Early College Program Flyer](#)
- [New Student Orientation](#)
- [Master Schedule](#)

<p>interventions 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> <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 students 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 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 touring 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, Lenaea High School Theatre Festival 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.</p> <p>MCAA also has a rich and active student involvement in club, class, and leadership activities. Students are encouraged and supported in participating in over twenty-five class and school clubs, athletic lunchtime activities, and lunch time student performances, all as a means of building a collaborative, inclusive school-wide culture. Most teachers and many other staff members serve as club and class advisors at MCAA helping to promote this positive school culture. 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.</p>	<ul style="list-style-type: none"> ● Ninth Block Scheduling Program Example ● Drama Production Example ● Music Week Example Photos ● Ellis Island Simulation Photos ● Community Outreach Examples ● Community Service Example ● Community Parade Band Photos ● 2023 Lenaea Festival MCAA Results ● MCAA Clubs and Activities ● Club Fair Photos ● ASB Leadership Notes ● Discipline Rate ● Honor Roll List ● College-Going Rates ● Graduation and Dropout Rates
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ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

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

Areas of Strength

1. Academic support for students has increased greatly
2. MCAA has policies/procedures in place to promote safety on campus
3. MCAA has created two new Outreach Consultant positions and added three Para Educators to support students with social and emotional needs
4. Increased student involvement and opportunities for personal growth through clubs, activities and new curriculum

Areas of Growth

1. Anti-bullying information integrated into classroom curriculum
 2. Additional facilities to support small group and school wide student gatherings
 3. More parent training on use of Aeries
 4. More student involvement in school policy development
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
 1. The 9th block system needs to be completely overhauled to develop an intervention and enrichment system where all students have a classroom to be assigned to and there is accountability for not showing up to assigned 9th blocks.
 2. Students lack the ability to effectively communicate their thoughts and ideas be it through class discussions or through presentations of projects in classes. Training for staff, and in turn students, in what academic, artistic, and interpersonal language looks like at MCAA. Development of a culture of kindness, collaboration, and creativity.
 3. Develop and maintain a diversity of course offerings in the arts, ideally in a rotating yearly schedule, that gives students additional opportunities for training and encourages increased school involvement for upper-grade level students. Emphasis should be placed on the Arts Pathway process so that students develop their interests in Middle School and declare a focus at the beginning of High School.
 4. Improve critical thinking and data analysis skills: developing well-supported evidence based arguments and application of skills.
 5. Technology and facilities infrastructure should be developed in line with our school vision, mission, and Schoolwide Student Goals. Students need to be able to comfortably see and interact with technology and it needs to be smoothly incorporated into the classroom

experience. Students need to be able to investigate, access, and incorporate research for assignments while on the school campus.

- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
 1. Anti-bullying information integrated into classroom curriculum
 2. Additional facilities to support small group and school wide student gatherings
 3. More parent training on use of Aeries
 4. More student involvement in school policy development

- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - **Identify important next steps within the schoolwide action plan/SPSA.**

While the current LCAP and SPSA plans address most of the identified Growth Areas and major student learner needs for this Focus Group, there are two areas that need to be emphasized and expanded in the Action Plan:

1. Anti-bullying information integrated into classroom curriculum
2. More student involvement in school policy development

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

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Address the lack of permanent performance and classroom facilities for the school.
- Increase marketing and regional visibility to attract students interested in the arts who will be best served by this unique educational environment.
- Reduce the amount of study halls and increase the amount of electives and AP classes to generate more student involvement.
- Continue to refine our system of interventions to assist students struggling in a class including additional training for staff on how to best utilize our daily 30 minute intervention period.
- Improve the accessibility, both digitally and physically, of academic research and content that is applicable to topics being taught.
- Improve student career preparation awareness.
- Continue to develop cross-curricular units among all academic and arts departments.
- Continue to investigate, acquire and train staff in educational software and technology that can be used to improve and enhance classroom instruction and school productions.
- Continue to work with all stakeholders to update and refine our School Wide Student Goals.
- Continue to develop a uniform grading system that not only exists within each department but in the school as a whole as well with the goal of providing common expectations and procedures and a more consistent learning environment for all students.
- Increase student involvement in school policy development.
- Improve communication and cooperation with Marysville High School, particularly with regard to use of facilities and shared classes.

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

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

After analysis of our school profile, California School Dashboard Results, and Focus Group findings, MCAA stakeholders summarized and prioritized our identified major student learner needs:

1. Continue to refine our 9th block intervention and enrichment system to maximize effectiveness, efficiency, and student accountability.
2. Develop and implement a plan that includes input from all stakeholders to add additional classes to the master schedule that: 1) increase the diversity of arts electives; 2) increase the engagement of upper grade students; 3) improve rigor (AP, college dual enrollment) and; 4) maximize student participation in CTE and Professional Pathway programs.
3. Improve student critical thinking, data analysis skills and the ability to develop well-supported evidence based arguments by identifying and acquiring an academic research data source and providing training for staff and students in its use.
4. Provide training for staff and students in the use of academic, artistic, and interpersonal language with the goal of improving students ability to effectively communicate their thoughts and ideas within a culture of kindness, collaboration, and creativity.
5. Develop short and long term plans to improve and expand our artistic and academic facilities and technology infrastructure.

Chapter V: Schoolwide Action Plan

The Schoolwide Action Plan for the Marysville Charter Academy for the Arts utilizes the same goals as LCAP and SPSA. Actions in our Schoolwide Plan have been identified as Needs and/or Growth Areas in our Self Study. Overlap with existing LCAP and SPSA actions are noted in our Schoolwide Action Plan.

The 2023-2026 MCAA Schoolwide Action Plan can be found here: [Schoolwide Action Plan](#)

Appendices:

- A. Local Control and Accountability Plan (LCAP): [MCAA LCAP](#)
- B. Results of student questionnaires: [Course Interest Survey](#), [Senior Exit Surveys](#)
- C. Results of parent/community questionnaires: [2023 Parent Survey](#), [2023 Parent Survey \(SED\)](#)
- D. The most recent California Healthy Kids Survey: [Complete CHKS Survey, 2018-19 Data](#).
- E. Master schedule: [MCAA Master Schedule](#)
- F. Approved AP course list: [MCAA AP Course List](#)
- G. UC a–g approved course list: [MCAA UC a-g Course List](#)
- H. Additional details of school programs: [online instruction](#), [college- and career-readiness programs](#), [Yuba College Partnership](#)
- I. California School Dashboard performance indicators: [MCAA School Performance Overview](#)
- J. School accountability report card (SARC): [MCAA 2021-22 SARC](#)
- K. CBEDS school information form: [CBEDS 2022-23](#)
- L. Graduation requirements: [MCAA Graduation Plan](#)
- M. Any pertinent additional data (available for exhibit during the visit)
- N. Budgetary information, including school budget: [MCAA Budget Overview](#)