Accelerated Achievement Academy

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

Charter Academy of the Redwoods

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Preface

The Self-Study completed by Accelerated Achievement Academy (AAA) used the process established by the Focus on Learning Joint WASC/CDE Process Guide, 2019 Edition as a guide. Given the small size of our school and staff, some modifications to the format of the focus groups and process for completing the self-study were necessary.

In the fall of 2021, the Principal began updating the Student/Community Profile and completed the writing of Chapters I, II and III section A of the self-study with staff feedback. In August of 2021, the staff was divided into four groups to complete Chapter IV of the self-study and continued to work on it through October. The staff reviewed the previous WASC full self-study, action plans, and critical areas of need. In November the staff met to identify Critical Learner Needs based on an analysis of the data provided in Chapters I, II, and III. In late November the self-study was given to parents and members of the Board of Directors for review and feedback. A review of the LCAP, SPSA, critical learner needs, and feedback from stakeholders was used to inform the action plan. It was submitted to the Board of Directors for approval in December. The School Site Council will continue to monitor the WASC action plan at their first meeting each year. The Principal, with stakeholder input, will continue to revise the action plan on an annual basis as needed.

Chapter I: Progress Report

Significant Development

Since the last self-study there have been some changes to the school. AAA has seen some staff changes. Three teachers and the Academic Services Coordinator have left since the last self-study. One teacher and the Academic Services Coordinator retired. The teacher was replaced with Ms. Annessa Musgrove as the science teacher. The Academic Services Coordinator position was replaced by the Student Services Coordinator position. The duties of the position did not change. TheTechnology Coordinator, Melinda Decker, moved into the position of Student Services Coordinator. She maintained some of the technology responsibilities while other responsibilities were contracted out to a technology firm. The goal is to transition the technology responsibilities to other staff as they are trained. The CTE teacher left teaching to pursue a different career. Melinda Decker is teaching a CTE course this year while a replacement is found for next year. The final teacher was replaced by Mrs. Heather Martin in 2017. There have been some changes to support staff that have had little impact on the educational program. However, one support staff left at the beginning of this year to pursue a teaching position that has impacted the after school program. Because of the staff's departure the school has not been able to offer the after school tutorial to grades 7-12. These students still have access to after school help hours with their teachers, but not after school tutorial which is similar to study hall.

AAA has begun a shift to a more career focused mission. The high school program has added a career exploration class to the 9th grade that introduces students to at least four different career pathways. Next year a career exploration class will be added to the 10th grade that will introduce students to at least four additional career pathways. The 11th and 12th grade students focus on jobs skills and attainment as well as developing post-secondary plans in their Advisement class. The 11s and 12s also complete a CTE pathway and have the opportunity to take college classes both on campus and at the local junior college. With the loss of our CTE teacher, a new Child Development and Education CTE pathway is being developed with the first class being offered this year.

With the additional funding provided by the state and federal government as part of the ELO Grant and ESSER funding, the school has contracted with two outside agencies to provide additional programs to our students. We have partnered with the Mendocino Youth Project to provide counseling services part-time on campus. We have also partnered with SPACE to provide after school visual and performing arts classes to any student interested.

Critical Areas of Follow Up

Action Plan Goals

1.   The Board, together with all stakeholders, will continue to develop a long-range facility improvement plan to better support student access to the academic program.

Accelerated Achievement Academy unfortunately has not been able to make progress on this goal. The school explored developing land adjacent to its sister school, but the space, traffic issues and finances did not make the location viable. Since then the school has continued to research funding options, investigate other locations that are in close proximity to Redwood Academy or that are large

enough for both schools to relocate. However, declining enrollment has slowed the process with uncertainty about the ability to afford increased facility costs as a result of a loan payment versus rent. Currently the school receives the facilities grant to reimburse the school approximately 75% of its rent costs. That is not available with a loan payment.

Currently, the school is investigating a piece of land just north of its sister school as a possible long term rental and development agreement so that it may continue to receive the facilities grant.

**2.	*The administration and staff develop a plan to increase course offerings to meet student academic needs.***

AAA added all planned courses resulting in a CTE pathway, dual enrollment courses, fitness course, and a Spanish course. The school has plans to revise the course offerings to provide two career exploration classes, one in 9th grade and one in 10th grade. Students will explore different CTE pathways in an effort to expose them to the many career paths available to them. Then as 11th and 12th graders they will create specific post-secondary plans for after graduation.

Additional Visiting Committee Recommendations

**3.	*The administration and staff continue to develop a technology plan to increase access to hardware and software that expands options in technology instruction and student use.***

The staff created a multi-phase priority list of technology requests. All items within phase 1 and 2 were purchased. The items in phase 3 were not viewed as essential items, but rather wish list items. A major technology focus was to improve the school's antiquated network. The school completely updated its network and has since had virtually no issues. Additionally, post distance learning the school had to invest in all new Chromebooks for students. The damage to the computers from home use during distance learning, the number of computers not returned, and the aging technology required all of the Chromebooks be replaced.

**4.	*The staff and administration will continue to provide guidance services and programs to that include a four-year plan that is reviewed annually, to better inform students of course selection and post-graduation planning beginning in the 9th grade, thereby increasing student college and career readiness.***

Prior to the pandemic the school had begun to make strides to improve our guidance services and programs. The school's college and career readiness indicator began to show improvements and more students were graduating with specific postsecondary goals. However, the school is currently in a rebuilding process. The former Academic Services Coordinator retired at the end of of the 2020 school year. She was replaced with Melinda Decker, the former Technology Coordinator. Distance learning slowed her transition to the position. This is her first full year in the position, but she is still managing some of the technology. We are in the process of transitioning those duties to someone else for next year. Our goal is for Ms. Decker to be able to fully embrace the position next year and begin to fully provide our post-secondary support systems.

Chapter II: Student/Community Profile and Supporting Data and

Findings

A. General Background/History

Community

Accelerated Achievement Academy is located in Ukiah, the county seat of Mendocino the county population has maintained at approximately 87,000. Located two hours north of San Francisco and three hours west of Sacramento, Ukiah is a small town of approximately 17,000. The community is galvanized by discussions of housing growth, local control, the future of independently owned business, and increases in big box stores, in large part, to infrastructure limits in the water, sewage and roadways.

Employment in Ukiah and the surrounding area is provided largely by the retail and service industry as tourism increases. Agriculture also plays a significant role in the employment for the county. Major industries include wineries, vineyards, wood products and marijuana crops. The number of small non-agricultural types of manufacturers and service industries continues to rise while timber industry activities are in decline. Known as the southern tip of the "Emerald Triangle," the community is impacted by redwoods, vineyards, and marijuana cultivation. Though politically diverse, the community is considered liberal; Artists, visual and performing, make an important contribution to the local culture.

Students have numerous educational options. Fourth and fifth grade students attend one of six elementary schools in the area. Some sixth grade students have the option to attend one of these elementary schools while others are required to attend one of the two middle schools. Seventh through twelfth grade students in the Ukiah area may attend either of two middle schools, a comprehensive high school of approximately 1,647 students, or a continuation school in Ukiah Unified School District (UUSD). UUSD also has an independent study academy. In total the district has 11 schools with an enrollment of approximately 6,499. The city also has five charter schools enrolling approximately 650 students, three private schools for grades K-12, two of which have religious affiliations; it is unclear how many students are still being homeschooled following the pandemic.

The community is currently confronting adolescent issues related to gang violence and drug/alcohol use as well as chronic absenteeism. These issues are currently identified as issues facing students at Accelerated *Achievement Academy* to various degrees. The most pressing is chronic absenteeism. The school participated in a three year grant to address chronic absenteeism. The school was showing improvement prior to the pandemic, but efforts were deeply impacted by distance learning. Now that students have returned to on campus learning, absenteeism has increased due to quarantine requirements, stricter requirements regarding attending school while ill, and a general struggle to get students back into the practice of attending school.

Many *Accelerated Achievement Academy* high school graduates attend Mendocino College which offers 57 two-year Associate degrees and 41 Certificates of Achievement (*Source: www.mendocino.edu*). The college also has articulation agreements with several nearby community colleges as well as private and out of state universities.

Ukiah Unified is *Accelerated Achievement Academy's* charter-granting agency. Approximately 5% of *Academy* students are non-residents coming from the area served by Lakeport Unified School District in Lake County to the east and Willits Unified School District approximately thirty miles to the north. The distance between these communities makes transportation difficult generally limiting participation to those whose parents work in Ukiah.

Staff

Accelerated Achievement Academy has two Co- Executive Directors and Chief Fiscal Officer. One of the Co-Executive Directors began as a teacher at *Redwood Academy of Ukiah*, our sister school, the first year it opened. The other Co-Executive Director, who also serves as Accelerated's principal, began as a teacher at AAA the first year it opened, and continues to teach two classes. The CFO has been with the organization since 2002. Of the four full-time teachers, one has been with the school since the third year. The second began as an instructional assistant in 2005, continued as an intern and is now a fully credentialed teacher at AAA. The third also began as an instructional assistant in 2010, however, he already had his credential and became a full time teacher nine years ago. The final teacher began at AAA seven years ago. Eight teachers share instructional duties with Redwood. Of the eight teachers, one began three years ago and one began five years ago. The remaining six teachers have been at the school for seven or more years. AAA also has one part-time CTE teacher that is also the Student Services Coordinator. The school also has a part-time teacher that was hired this year to provide academic support within the classrooms. All teachers are credentialed with 100% of core subjects taught by "highly qualified" teachers in keeping with federal requirements and state law which requires charter school teachers to be credentialed for core and college preparatory classes.

The students and teaching staff are supported by an office manager and a bilingual office clerk. The school has a Student Services Coordinator (SSC) who teaches Advisement and a dual enrolment college class on our campus.   The Student Services Coordinator monitors student grades, helps students create and implement their post-secondary plans, and organizes school events. Currently, the SSC also manages the student information system and some of school's software programs. This is a temporary arrangement while the school transitions the duties to another person. The CFO has been with the school since is opened, but only as CFO for the last nine years. The school has four instructional assistants, all of whom also have duties at *Redwood*. The school also has two campus aides that are shared with our sister school. The instructional assistants and campus aides are responsible for crossing guard, student supervision, and supporting teachers. Two of the instructional assistants are responsible for non-core classes or prep coverage.The school will be transitioning these non-core classes to credentialed teachers by the 2025 deadline. On the occasions that a substitute is needed, Accelerate has two substitutes available. If a substitute is not available, regular staff members will conduct the classes.

All employees, certificated and classified, are considered part of the professional staff. The staff has 7 men and 19 women ranging in age from mid-twenties to early sixties. Two are Hispanic; all others are white; two are bi-lingual English/Spanish. Three are the parents of current or former students.

All staff members have been selected for their willingness to work as at-will employees at a school where commitment to working collaboratively is fundamental and where adherence to the school's

mission is unifying.

School Overview

Accelerated Achievement Academy (AAA) is a small public charter school for grades 4-12 that opened in the fall of 2002. The intent of the school is to serve struggling students who have had little success previously in school, and are likely behind in skills and/or credits. Its mission is to accelerate student achievement toward a successful future in a safe, challenging, well-managed charter school. The school meets the needs of approximately 145 adolescents who are representative of the region. The AAA's eight classes and office are centrally located in Ukiah on property leased from a private owner and the Redwood Empire Fairgrounds, property of the 12th Agricultural District of the State of California. The school is governed by *Charter Academy of the Redwoods* (CAR), a non-profit public benefit corporation established in 1999. Its founders, Roderick and Kimberly Logan, are recipients of the Hart-Vision Award for Charter School Leadership for 2006. They have since retired.

Now in its 20th year, *Accelerated Achievement Academy* is applying for accreditation renewal. AAA received an initial visit in October 2006. It completed its first full self-study in Spring 2010 and received a six year accreditation with a midterm review that expires June 2016. Its current term is a six year accreditation with a midterm review that expires June 2022.

Schoolwide Learner Outcomes

 The Schoolwide Learner Outcomes were revised at the last self-study to greater reflect what the staff believes are the skills and knowledge needed to have a successful future in the 21st century. They have remained unchanged.

 AAA students will be…

Critical thinkers who:

- Make connections between information and arguments

- Question and use reason effectively

- Problem solve and persevere when met with a challenge

- Apply mathematics to solve real world situations

Literate individuals who:

- Effectively communicate both in writing and verbally

- Analyze and evaluate information to create new knowledge and understandings

Globally aware individuals who:

- Understand the impact of historical events on the modern day

- Follow current events that are shaping the modern world

- Understand their role as citizens

- Understand the natural world and the impact humans have on the natural world

Self-sufficient individuals who:

- Are computer literate

- Are able to budget and manage finances

- Understand the importance of nutrition, fitness, and health

- Work well with others and maintain positive relationships

- Set goals and develop a plan for their future

LCAP 2021-2022 (Appendix A)

Stakeholders provide input at the annual parent advisory meeting, School Site Council meeting, staff meetings and board meetings. Students and parents also provide feedback on the school program through annual surveys.

Goal 1: Improve the school's average score in ELA and math as measured on CAASPP to be above the state average score.

Metric: Average score on CAASPP as reported on the California Dashboard.

 Goal 2: Increase the number of students with a post-secondary career plan.

Metric: The percentage of seniors who have a post-secondary plan as measured on the end of year student surveys.

 Goal 3: Increase the rate of unconditional promotions to the next grade.

Metric: Unconditional promotion rate

 Goal 4: Foster a positive school climate

Metric: Student survey question results-successful, happy, safe

B. School Program Data

General Education Program

Students in grades four through seven are in self-contained classrooms receiving core instruction

of Language Arts, math, science and social studies from one teacher. All of the self-contained teachers receive a prep period where students are supervised by an instructional assistant. Students complete assignments or work in supplemental computer programs such as Moby Max or IXL to build skills.

Students in grade 8 have two core teachers. Their primary core teacher has them for Advisement, Language Arts, and U.S. History. Their other core teacher has them for math and Physical Science. They also participate in a tutorial class and a Fitness/Learning Lab class. In Learning Lab students work on remedial math skills.

Students in high school participate in the four core classes of English, history, math and science depending on the grade level. Additionally, they all have an Advisement and tutorial class. The students also have electives as part of their schedule, although the options are very limited. The school offers a Career Exploration 9 class to grade 9. Grade 10 currently takes Intro to Spanish, but beginning next year, they will take a Career Exploration 10 class. These two classes explore at least 4 career pathways each year. The school offers a CTE pathway in Child Development and Education. The school also offers a Life Skills class to seniors.

Students in grades 8-12 begin the day in Advisement. Advisement provides a forty minute time period for the students to meet with the same teacher daily. During advisement students meet three goals: develop programs for community assembly, prepare for school events such as Spirit Week, and work on improving reading and math skills. Juniors and Seniors also focus on career and college planning in Advisement as well as job skill attainment.

All students participate in Tutorial. In Tutorial students complete work not finished during the regular class period. The instructor monitors students' grades and reviews them with the students as needed. Juniors and seniors missing credits from previous years needed to graduate also participate in Grad Path, a class where the student is given the opportunity to make up the credits in an independent study format. Juniors and seniors in good academic standing have the opportunity to leave early multiple days a week to attend college classes or take the college class provided on campus. Once students have completed two college classes, students may leave to volunteer or work.

Students at AAA do not participate in an A-G course study. The school focuses on preparing students for junior college, certificate programs, and training programs. AAA's sister school, Redwood Academy, is focused on completing the A-G requirements.

AAA has not provided long-term independent study in the past. However, due to the pandemic, AAA is running a long term IS program this year. Currently only six students are participating in long term IS. The school uses Edgenuity online to provide the curriculum for long term IS with a teacher that meets with and monitors student progress. It is not the intention of the school to continue to offer a long term IS program after this year.

Students struggling to pass classes are encouraged to attend an after school Tutorial offered twice a week. Each teacher also offers a help hour once a week to provide one-on-one tutoring to their students. Additionally, all teachers will make alternate arrangements to help students after school as needed. The school has two tutors that also provide support within the classroom to any student

who needs it.

All EL students receive ELD support in English. SDAIE techniques are also used by the teachers to further support EL learning. Students scoring a one or two on the ELPAC receive additional pull-out ELD instruction by a credentialed teacher. AAA chooses not to accept Title III funds.

 AAA contracts with Ukiah Unified School District to provide Special Education services to our students. Ukiah Unified provides a Resource teacher and aide. It also provides all services associated with SPED including speech and language, counseling, school psychologist, and school nurse. AAA monitors and provides accommodations to 504 students appropriate to their needs.

The majority of the AAA student population is considered socio-economically disadvantaged. This also includes our small number of migrant, foster and homeless youth. All of the additional support programs are designed to benefit all our students, but provide the most benefit to our special populations. The Title I funds are used to provide all our tutorial classes so students will have the extra support needed to complete their assignments. It is also used to provide the additional help hours provided by teachers. Title II funds are used to provide professional development to teachers. This year the staff is focused on fostering positive school and classroom environments in an effort to re-engage students in school. The school participates in professional development based on the "Teach Like a Champian" series prior to school starting and continued during PLC time in the fall to explore specific techniques.

Extracurricular Activities

Students in grades four through twelve participate in two different activities on Wednesdays after lunch. Community Assembly brings the students together for schoolwide activities such as chalk art, scavenger hunts and musical chairs tournaments.   All assemblies are created and presented by the students with the assistance of their advisor. On other Wednesdays students participate in Enrichment that last for one hour. Teachers offer various activities ranging from board games to field games to creative writing. Students choose their Enrichment each semester. The students participate in these activities with students from Redwood Academy.

Accelerated Achievement Academy does not have a Student Council. Instead, we have a Student Activities Group. The Student Activities Group is responsible for organizing Spirit Week and running the Talent Show and Mock Rock assemblies each year. It is also responsible for organizing school dances with *Redwood* and taking the lead in community events such as Pumpkinfest. It currently consists of approximately 8 students in grades 9-12.

As a culminating activity, seniors take a year-end trip together. This year the senior class is planning a trip to Santa Cruz. Their advisor assists them in the planning; however, they are responsible for raising the funds.

The *Academy's* elective program is truly elective and occurs after school. Options are offered daily except Wednesdays from 3:30 to 4:20 p.m. to 7th-12th grade students. There are several choices available each day. Students are not required to participate in any after school electives. Electives tap the intellectual (i.e., Robotics, CSF, etc.) to the physical (i.e. field games, etc.). Students may also take classes at the local college. Additionally, students in grades 4-6 may participate in an after school program that consists of two days of tutorial to complete work and two days that

consist of enrichment activities. About 20% of AAA students take one or more electives, or participate in after school program.

 Back to School BBQ, New Student Bonus Day, Showcase, Family Fun Night, Honors Assembly, Parent Advisory and Promotion and Graduation Ceremony are all family-oriented activities at *Accelerated Achievement Academy*. The Back to School BBQ gives new and returning families the opportunity to meet their child's teacher and other staff before school begins in an informal and fun way. New Student Bonus Day gives all new students the opportunity to meet their teachers, tour the campus and be familiarized with the lunch routines before the first day of school. It serves to alleviate some of the stress of the first day at a new school. Parents receive a calendar prior to the beginning of school with all school events on it. They also receive a reminder of the events in the quarterly mailer. Additionally, the staff posts the events on the website calendar and school Facebook page.

Showcase, held twice a year, gives students the opportunity to demonstrate what they have learned in class, as well as allows parents to complete activities similar to what their child is doing in class. These activities can range from solving math problems and completing grammar activities to science experiments and art activities. It also gives parents the opportunity to informally check in with the teacher about their child's progress.

 Family Fun Night is organized by the Student Services Coordinator with the help of the senior class in an effort to bring families together for fun, safe activities. Family and friends of students are invited to attend. AAA*, working with its sister school, holds two Family Fun Nights a year. Recently the Family Fun Nights have consisted of a carnival theme with games, karaoke, cooking contests and prizes.

Parent Advisory meetings are held three times a year. The meetings provide training to parents on the use of PowerSchool, Title I plans, LCAP feedback, and safety plans.

AAA holds an Honors Assembly at the end of each quarter. The assemblies are to acknowledge students earning honor roll as well as give awards for non-academic attributes that we value (i.e. leadership, attitude, attendance, etc.). All parents are encouraged to attend.

The school year ends with the Promotion and Graduation Ceremony held on the morning of the second to last day of school. Students enter to the processional of "Pomp and Circumstance" with graduating seniors garbed in cap and gown. Students in all grades receive awards for Highest Achievement and Most Improved in each subject for each grade as well as leadership and attendance awards. Students in grades four through eleven receive a certificate of promotion to the next grade, or, if some standards have yet to be completed, a certificate of conditional promotion or participation. Following the promotion of the students, the graduation ceremony commences. It begins with a slideshow created by the seniors representing their life at AAA. Seniors are then individually escorted to the stage by a staff member they have asked to join them and one or two family members. Each graduate addresses the audience to overview their plans for the future and express their sentiments regarding their education. The diploma is then passed from the board chairperson to the staff member to the parent to the student representing the bond that is the

foundation that the graduate takes into their future. Upon the last diploma given, all the seniors return to the stage to change their tassel signifying they are a graduate and pose for a picture opportunity for all the parents.

C. Schoolwide Learner Outcomes/Graduate Profile

We consider any student who graduates from Accelerated Achievement Academy as meeting the schools Schoolwide Learner Outcomes. Given our SLOs are embedded in our curriculum and instruction, students must meet them to pass the classes.

Our graduates typically enter the workforce, attend the local junior college or participate in certificate programs through Mendocino County Office of Education. We do know their plan prior to graduation, but we do not formally track their postsecondary outcomes. Our information generally comes from casual conversation when graduates return to visit, when we see them in public, or through word of mouth. We did attempt to survey graduates one year after graduation, but only one student responded.

D. Demographic Data

Parent Education Level: The parent education level for *Accelerated Achievement Academy* shows 54% of parents have a high school education or less. Only 13% of the *Academy's* parents possess bachelor's degree or higher. The educational level of parents has been approximately the same over the last six years ranging from 50-57% of parents with a high school diploma or less with 12-14% of parents having a college degree or higher.

Percentage of *Accelerated Achievement Academy* parents by education level *(Source: PowerSchool 2016, 2017, 2018, 2019, 2020, 2021)*

Parent Education Level	2016	2017	2018	2019	2020	2021
Responding	100	100	100	100	100	100
Graduate school	5	6	8	4	4	4
College graduate	9	8	6	8	8	9
Some college	33	32	29	25	28	30

High school graduate	20	27	32	35	35	33
Not a high school graduate	30	26	23	22	20	21
Declined to state	3	1	2	6	5	3

Socio-economic level: Over 83% of the *Accelerated Achievement Academy* student body qualifies for free- and reduced- meals, a percentage that has varied some over the last year, however does represent an overall increase from 75% during the last self-study. The rate qualifies the school for Title I as a school-wide program.

Percentage eligible for free- and reduced-priced meals *(Source: California Department of Education Dataquest, CALPADs)*

	2016	**2017**	**2018**	**2019**	**2020**	**2021**
Percent qualifying	80.4	79.4	86.3	82.6	83.3	84.1

Enrollment Number: The school serves students in grades 4-12. As of the first of the beginning of this school year, there were 122 students enrolled. The number of students increased to 132 as of CBEDs date and a current enrollment of 133 students. This is less than in previous years. We believe that the uncertainty of all educational programs upon reopening and the significant number of parents choosing to enroll in independent study programs or homeschooling has negatively impacted enrollment. We are hopeful that enrollment will return to pre pandemic numbers as the pandemic improves and education begins to return to a more normal format.

History of CBEDS Enrollment by Grade*(Source: California Department of Education DataQuest, PowerSchool CBEDS 2021)*

	2016	**2017**	**2018**	**2019**	**2020**	**2021**

Total Enrolled	153	155	146	144	144	132
4	8	8	12	7	7	8
5	16	13	8	19	12	10
6	23	25	24	21	24	20
7	19	19	21	18	16	24
8	16	17	13	24	24	15
9	17	18	13	12	24	11
10	14	20	20	13	14	21
11	24	14	22	13	10	15
12	16	21	13	17	13	8

Gender: Historically, the school has had a larger male population than female population. In 2016, the school did have a slightly higher female population, but returned to its trend of a higher male population in 2017. While most years only show a male population slightly higher than the female population, 2018 and 2020 had a significant number of males over females.

Table B. Enrollment by gender *(Source: PowerSchool Data)*

Number of Enrolled Students by Gender	2016	2017	2018	2019	2020	2021
Female	80	75	59	67	56	60
Male	73	80	87	77	88	72

Ethnicity: The number of students by ethnicity is roughly comparable to the population of adolescents in the region. The black population percentage in the Ukiah area is significantly below state average; Hispanic population percentage is also below the state average. However, the number of Hispanic students enrolled in area schools is similar to state average. Accelerated's ethnic diversity is similar to Ukiah Unified's and the county at large's overall diversity .

Table C. Percentage of students by ethnicity at *Accelerated Achievement Academy* and enrolled in Ukiah Unified School District schools *(Sources: US Census Bureau: data from 2019 census, and California Department of Education DataQuest 2020-2021)*

ETHNICITY	City of Ukiah	Accelerated Achievement Academy	Ukiah Unified	Mendocino County Schools
American Indian	2.6%	**4.2%**	5.1%	6.5 %
Asian	3.4%	**0 %**	<1%	<1 %
Pacific Islander	< 1 %	**0 %**	0 %	<1%
Filipino	NA	**0%**	<1 %	<1%

Hispanic/Latino	38.7 %	**50.7%**	53.3 %	45.9%
African American	1.1 %	**0 %**	<1 %	<1 %
White	80.6%	**35.4%**	35%	38.6%
Two or more	4.7%	**7.6%**	4%	4.1%
Not Reported	NA	**2.1%**	0.4%	3%

Language Proficiency: Currently the only language other than English spoken at Accelerated is Spanish. The number of EL students has remained fairly consistent over time, however, the percent of total population has slightly increased. Additionally, the number of RFEP students has been fairly consistent except for the last few years. The lack of state testing in 2020 and the sharp decline in performance on state testing after distance learning have prevented students from qualifying for reclassification.

Table C. Number of students by language status at *Accelerated Achievement Academy*
(Sources: California Department of Education DataQuest 2021, PowerSchool 2021)

Language Status	2016	2017	2018	2019	2020	2021
EO	98	100	95	89	95	90
IFEP	2	2	2	3	3	2

EL	24	27	24	31	25	25
RFEP	29	26	25	21	21	15
TBD	0	0	0	0	0	1

E. Eight State Priorities

Priority 1

All teachers are appropriately assigned based on their education and credentials. Three teachers, the Student Services Coordinator, and the principal hold master's degrees. Two of the teaching staff hold more than one credential. One teacher is currently progressing successfully through an intern program. Paraprofessionals currently supervise tutorials while the school plans to transition to credentialed teachers of record in all classes by 2025 in accordance with AB 1505.

All students have access to standards-aligned curriculum. Teachers are given the freedom to supplement the adopted curriculum based on student needs. At the time of adoption, the teachers evaluate the curriculum options from the state adopted list and come to a consensus as to which curriculum the school will adopt for that subject matter.

All teaching staff participate in professional development at the beginning of each school year. The focus in 2019 was on youth mental health. In 2020 the focus was developing online instructional strategies to be effective in the unfamiliar world of distance learning. This year the staff spent time focused on how to rebuild a positive school and classroom culture.

The staff meets once a month in Professional Learning Communities to support, improve and collaborate in an effort to improve their own instruction and classroom environment. In the past these groups were divided based on subject matter. This year, to continue the focus started at the beginning of the year to rebuild a positive school and class culture, the staff were divided into PLCs based on topics taken from "Teach Like a Champion." Each PLC group studied and developed a presentation on their topic. The staff presented their topics over the winter months.

In addition to the professional development offered on campus, the teachers have participated in many professional development opportunities outside of the school. These include:

- Integrated Computing and STEM Education at UC Davis (1 teacher)
- Raspberry Pi Picp Robot kit training (1)
- Phidgets Sensors Rover kit training (1)
- Doug Fischer Webinar focused on student social emotional needs upon returning to the classroom (1)

- Trauma-Informed Yoga for Youth (1)
- Frontcountry Leadership Training (1)
- Stanford Online High School training (3)
- Social Movements and Reform: Lowell Experience through the National Endowment of the Humanities (1)
- The Problem of the Color Line through the National Endowment of the Humanities (1)
- Cold War through the USS Midway Teacher Institute (1)
- Heroes and Heroines through the Freedoms Foundation (1)
- Content, Literacy, Inquiry, and Citizenship Project through Teaching California (1)

The school facilities are well maintained and adequate, but have their limits. AAA rents a store front and several buildings on the local fairgrounds as well as has classes located on their sister school's campus. The school does have a science classroom with some lab equipment and storage abilities. The school staff have long dreamed of developing a more unified campus. However, the options are limited because of the need to be geographically close to our sister school Redwood Academy due to shared staff. The school is actively investigating the availability of an open lot near the Redwood campus.

It is important to note that AAA does not meet the US a-g course requirements. Our courses are not UC approved. Our mission is focused on supporting low performing students and preparing them for CTE programs or junior college.

Priority 2

All curriculum is evaluated by the teachers prior to adoption. Given the small size of the staff, all teachers that teach the subject review the curriculum options and come to a consensus about which curriculum to adopt based on the standards and what they believe will best meet the needs of our students. Teachers use the standards aligned curriculum as their primary curriculum source and supplement with additional curriculum based on the students' academic needs. All teachers are familiar with the standards and ensure they are teaching the standards. The school uses benchmark tests as well as the state provided interim assessments to evaluate student progress on the standards.

Priority 3

The school actively seeks parent involvement and feedback in the school. In an effort to ensure the school is responsive to parents, all members of the Board of Directors have been parents of either Accelerated students or Redwood Academy students. Three of the five current board members are former parents of Accelerated students.

Additionally, the school holds both formal and informal meetings and events throughout the year as well as formally surveys parents near the end of every year. The school holds three Parent Advisory meetings that allow the staff to seek parent feedback on the LCAP, WASC, safety plans, and Title I parent involvement plan. The meetings also give parents the opportunity to provide feedback or ask questions on topics of their choice. In addition to the Parent Advisory meetings, the School Site Council has two parents and two students who also have the opportunity to provide feedback and approve plans for the school. The school holds Showcase twice a year to allow

parents the opportunity to visit their child's class and connect with their teachers about their progress. Grades 4 through 6 also hold parent conferences twice a year to provide feedback to parents one-on-one about their student's progress. In addition to Showcase and parent conferences, we hold three Honors Assemblies during the year and a Promotion/Graduation ceremony for all students at the end of the year. Parents are strongly encouraged to participate in all of these events throughout the year.

The parents are also surveyed once a year about the success of their students, their beliefs or feelings about the school and to give feedback on ways the school can better meet their child's needs. Additionally, we have very open lines of communication. Parents often reach out to the teachers and office with questions or concerns throughout the year. Our small size allows us to get to know our parents.

Finally, we offer Family Fun Night twice a year to encourage family engagement at the school. Family Fun Night generally consists of games or activities for the families to participate in while socializing informally with the staff.

Priority 4

CAASPP/CAST: The staff examines CAASPP/CAST data for their former class and their incoming class. The staff evaluates which areas the outgoing students were successful in and which they struggled in as a tool for reflection on their own teaching.   Next, the staff examines their incoming students' scores to help direct their teaching. They also review the amount of growth for each student over their previous year scores. The staff primarily focuses on individual student growth as a way to measure success given that many of the students are so low that they may make significant growth and still remain below level.

Table 6: Percent Meeting or Exceeding Standard on CAASPP ELA

School Group	All			White			Hispanic			Socioeconomically Disadvantaged		
	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
AAA	47%	48%	17%	62%	51%	10%	30%	46%	4%	44%	46%	NA
UUSD	34%	37%	NA	46%	48%	NA	25%	30%	NA	27%	32%	NA
State	50%	51%	NA	65%	66%	NA	39%	41%	NA	38%	39%	NA

Table 7: Percent Meeting or Exceeding Standard on CAASPP Math

School Group	All			White			Hispanic			Socioeconomically Disadvantaged		
	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
AAA	23%	17%	9%	41%	23%	7%	9%	10%	1%	22%	12%	NA
UUSD	22%	24%	NA	32%	34%	NA	16%	19%	NA	17%	20%	NA
State	39%	40%	NA	54%	54%	NA	27%	28%	NA	26%	27%	NA

Table 8: Percent Meeting or Exceeding Standard on CAST

School Group	All		White		Hispanic		Socioeconomically Disadvantaged	
	2019	2021	2019	2021	2019	2021	2019	2021
AAA	17%	4%	30%	0%	0%	2%	14%	NA
UUSD	22%	NA	36%	NA	13%	NA	16%	NA
State	30%	NA	44%	NA	19%	NA	19%	NA

State Dashboard Indicators:

The school began to make significant improvement in their Dashboard indicators prior to the pandemic, particularly in English. We opted to give the CAASPP testing last year and saw significant drops in performance which will negatively impact the Dashboard when it is posted again. We view the coming years as a rebuilding period and hope to continue to see large increases in individual performance resulting in improvements on the Dashboard.

Table 10: ELA State Indicator Comparison by Color

School Group	All		White		Hispanic		Socioeconomically Disadvantaged	
	2018	2019	2018	2019	2018	2019	2018	2019
AAA	Yellow	Green	Blue	Green	Orange	Yellow	Yellow	Green
UUSD	Orange	Yellow	Orange	Yellow	Orange	Yellow	Orange	Yellow
State	Orange	Green	Green	Green	Yellow	Yellow	Yellow	Yellow

Table 11: ELA State Indicator Comparison by Status (average score relative to standard)

School Group	All		White		Hispanic		Socioeconomically Disadvantaged	
	2018	2019	2018	2019	2018	2019	2018	2019
AAA	-14.2	1.8	19.7	13.2	-44.2	-10	-18.8	2.1
UUSD	-40.9	-32.8	-12.4	-5.5	-59	-49.5	-56.5	-45.3

State	-6	-2.5	27.7	30.7	-31.3	-26.6	-34.7	-30.1

Table 12: Math State Indicator Subgroup Comparison by Color

School Group	All		White		Hispanic		Socioeconomically Disadvantaged	
	2018	**2019**	**2018**	**2019**	**2018**	**2019**	**2018**	**2019**
AAA	Yellow	Orange	Yellow	Orange	Yellow	Red	Yellow	Orange
UUSD	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Orange
State	Orange	Orange	Yellow	Green	Orange	Yellow	Orange	Yellow

Table 13: Math State Indicator Comparison by Status (average score relative to standard)

School Group	All		White		Hispanic		Socioeconomically Disadvantaged	
	2018	**2019**	**2018**	**2019**	**2018**	**2019**	**2018**	**2019**
AAA	-63.5	-75.3	-29.4	-58.6	-89.7	-98	-71.2	-75.1
UUSD	-73.4	-71.1	-49	-46.7	-88.7	-86.2	-85.6	-82.1

State	-36.4	-33.5	-1	1.4	-65.8	-62.2	-67.4	-63.7

Table 15: College/Career State Indicator Subgroup Comparison by Color

School Group	All		White		Hispanic		Socioeconomically Disadvantaged	
	2018	**2019**	**2018**	**2019**	**2018**	**2019**	**2018**	**2019**
AAA**	Yellow	Blue	NA	NA	NA	NA	Yellow	Blue
UUSD	Green	Green	Green	Yellow	Green	Yellow	Yellow	Green
State	Yellow	Yellow	Yellow	Yellow	Orange	Green	Orange	Green

**** CDE did not assign a color due to lack of students overall and in various subgroups. The colors are self-designated based on the status and change provided on the California Dashboard according to the Five-by-Five Colored Table on the CDE website. Some subgroups were too small for the State to provide status and change data.**

Table 16: College/Career State Indicator Subgroup Comparison by Status (percentage prepared)

School Group	All		White		Hispanic		Socioeconomically Disadvantaged	
	2018	**2019**	**2018**	**2019**	**2018**	**2019**	**2018**	**2019**
AAA**	30%	66.7%	NA	NA	27.3%	NA	31.6%	66.7%

UUSD	39.1%	42.6%	47.1%	49%	36.1%	38.1%	34.4%	37.2%
State	42.2%	44.1%	52.2%	53.8%	33.8%	36.1%	33.7%	35.8%

** Not all subgroups received a status percentage due to the number of students being less than 11.

Table 14: ELP State Indicator Subgroup Comparison by Percent/Status

School Group	All	
	2018	**2019**
AAA	67.9%*	Very High
UUSD	58.4%*	Medium
State	65.2%*	Medium

* Percent level 3 or 4

Table 14: EL Reclassification Rates

School Group	2017-2018	2018-2019	2019-2020	2020-2021
AAA	20.8%	14.8%	8.3%	6.5%
UUSD	7.9%	11%	11.1%	13.1%

State	14.6%	13.8%	13.8%	8.6%

Table 14: ELPAC Percent Proficient (Level 4)

School Group	2017-2018	2018-2019	2019-2020	2020-2021
AAA	17.9%	18.18%	NA	8%
UUSD	20.88%	12.14%	NA	NA
State	30.56%	16.4%	NA	NA

Benchmark Data: Accelerated Achievement Academy's mission is to accelerate student achievement toward a successful future. Most of the students who attend AAA are below grade level, have struggled to pass classes or reach grade level benchmarks, and do not have a plan for the future.

Table 14: STAR Benchmark Assessments 2020-2021

Grade Group	Grade 4-6 Below grade 3 in ELA and math	Grade 7-8 Below grade 5 in ELA and grade 6 in math	Grade 9-12 Below grade 6 in ELA and grade 7 in math
ELA	22%	42%	55%
Math	20%	72%	75%

Table 14: Percent of Students passing the subject with "Developing" or higher

	2018-2019	**2019-2020**	**2020-2021**
ELA	86%	90.7%	67.5%
Math	72%	80%	62.2%
Social Studies	81%	84.6%	68.6%
Science	84%	78.7%	62.8%
CTE	90%	100%	90.9%
Independent Living	98%	98.9%	83.3%
Foreign Language	92%	95%	67.9%

Note: The percent of students meeting the grade benchmark of "Developing" decreased severely during 2020-2021 due to distance learning.

Growth Data: Although students often come to Accelerated below grade level, they make tremendous growth that is not always reflected in the Dashboard Indicators. Analysis of individual student data as well as state provided growth data shows Accelerated students grow at a faster rate.

Table 1: Average Scale Score Points Increase Over Previous Year Compared to State Average Scale Score Point Increases

Subject	2017-2018		2018-2019		2019-2020	2020-2021
	AAA	State	AAA	State	NA	NA

ELA	58	33	61	32	NA	NA
Mathematics	36	25	37	25	NA	NA

Table 2: Percent of Students Meeting or Exceeding State Average Point Increase in Scaled Score

Type of Growth	2017-2018	2018-2019	2019-2020	2020-2021
ELA	66%	68%	NA	NA
Math	64%	65%	NA	NA

Table 3: Percent of Students Increasing Scaled Score

Type of Growth	2017-2018	2018-2019	2019-2020	2020-2021
ELA	78%	80%	NA	NA
Math	71%	75%	NA	NA

Table 4: State Provided Growth Data for ELA Based on 2017-2019 Testing Data

Type of Growth	All	White	Hispanic	Socioeconomically Disadvantaged

	Growth Score	Decile Rank	Growth Score	Decile Rank	Growth Score	Decile Rank	Growth Score	Decile Rank
AAA	133.1	10	132.4	NA*	131.4	10	137.0	10
UUSD	103.2	7	105.7	8	102.1	7	101.3	7

*The number of students tested was less than 30, therefore no decile rank was assigned.

Table 5: State Provided Growth Data for Math Based on 2017-2019 Testing Data

Type of Growth	All		White		Hispanic		Socioeconomically Disadvantaged	
	Growth Score	Decile Rank	Growth Score	Decile Rank	Growth Score	Decile Rank	Growth Score	Decile Rank
AAA	113.5	9	121.6	NA*	104.1	8	114.5	10
UUSD	94.6	3	93.6	2	94.6	4	94.6	3

*The number of students tested was less than 30, therefore no decile rank was assigned.

Priority 5

Pupil engagement is always an area of focus for the school and even more so now. AAA students often have to participate in course recovery due to failed classes. Most high school students who transfer to AAA require course recovery. The graduating classes are very small so statistically one student can represent a significant impact on the graduation rate. Typically students who do not graduate on time either transfer to the adult school or continue with us to complete the credits in summer school or the following year. Hence the dropout rate is zero.

Table 4: Graduation and Dropout Rate by percentage and performance category on the California Dashboard

Year	2017-2018	2018-2019	2019-2020

Subgroup	All	White	Hisp	SED	All	White	Hisp	SED	All	White	Hisp	SED
Number in Cohort	20	9	11	19	15	6	8	15	16	7	7	14
Graduation	90	77.7	100	89.5	80	83.3	87.5	80	94	85.7	100	92.9
Dropout	0	0	0	0	0	0	0	0	0	0	0	0
Performance Level	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Countywide chronic absenteeism is a major issue. Countywide a lack of parental support for school attendance, a high percentage of SED families with the need to work multiple jobs, and a lack of knowledge of the negative impacts of missing school all negatively impact school attendance. Likewise, AAA struggles with chronic absenteeism. This has only been exasperated by COVID. The school participated in a cohort through Mendocino County Office of Education the last three years focused on improving attendance. The school began to see improvement in its chronic absenteeism rates prior to the pandemic. However, chronic absenteeism increased at the end of 2019-2020 due to distance learning and continued to increase during 2020-2021. We expect those rates to increase still for two reasons. First, there are more students struggling to attend regularly that previously attended well. Second, the volume of absences due to illness or quarantine with a lack of completion of independent study will increase our chronic absenteeism rate.

As a result of high chronic absenteeism rates, AAA's average daily attendance ranges from 91-92% percent. However, we do expect it to take a dip this year as a result of the additional absences due to illness and quarantine coupled with low completion rates for independent study.

Table 4: Chronically absent percentage and performance category on the California Dashboard (source: CA Dashboard and CALPADs)

Year	2017-2018				2018-2019				2019-2020			
Subgroup	All	White	Hisp	SED	All	White	Hisp	SED	All	White	Hisp	SED

Number of students	88	37	37	71	83	34	38	70	98	34	47	84
Percent Chronically Absent	23.9	21.6	21.6	26.8	18.1	14.7	21.1	18.6	20.4	20.6	25.5	20.2
Performance Level	Red	Orange	Red	Red	Yellow	Yellow	Orange	Yellow	NA	NA	NA	NA

Table 4: ADA (source: PowerSchool, P-2 reports)

	2017-2018	2018-2019	2019-2020	2020-2021
ADA	142.8	131.29	135.42	134.79*

 * The 2020-2021 ADA was held harmless and not reported. This is ased on ADA at the beginning of April 2021.

Priority 6

Creating a positive school environment has always been a strength of AAA. Parent and student surveys have consistently showed a high level of satisfaction with the school. Our small school and classes have allowed staff to develop strong relationships with students and families. The staff emphasizes the importance of respect and kindness and holds students highly accountable for their behavior.   While the school does attempt to limit removing students from the learning environment, suspension and expulsion rates are higher than other area schools. That is believed to be for several reasons. Some Accelerated students transfer in because of behavior problems at other schools. Parents seek a smaller school environment with the hopes that the additional support will help improve behavior. Additionally, because of our small nature, less behaviors slip through the cracks and are addressed more often. Finally, the small school population means that statistically, one student represents a larger percentage than at a school with a much larger population.

Upon returning to on campus learning it has become apparent that students are struggling with boundaries, appropriate school behavior and interacting with each other in positive ways. The staff knew that the school climate would not be the same after distance learning and decided to make that a focus for this year with the goal to get students reaccumulated and re engaged in school life.

Table 4: Suspension and Expulsion Rates as percents (source: CALPADs, CA Dashboard)

Year	2017-2018				2018-2019				2019-2020			
Subgroup	**All**	**White**	**Hisp**	**SED**	**All**	**White**	**Hisp**	**SED**	**All**	**White**	**Hisp**	**SED**
Suspension	17.6	16.2	20.8	19	16	18.5	8.3	17.3	15.2	NA	NA	NA
Expulsion	4	NA	NA	NA	2.5	NA	NA	NA	2.3	NA	NA	NA
Suspension Performance Level	Red	Red	Red	Red	Orange	Red	Orange	Orange	NA	NA	NA	NA

Table 4: Student survey data 2021

Question	Yes	No
Do you feel successful at Accelerated?	88.6%	11.4%
Do you feel the help you need is available to be successful?	97.2%	2.8%
Are you happy at Accelerated?	85.8%	14.2%
Do you feel that you can talk to staff at Accelerated about your questions or concerns?	86.8%	13.2%
Do you feel safe at Accelerated?	95.2%	4.8%
Have you used PowerSchool to monitor your grades and complete missing work?	84%	16%

The survey also included questions with short answers as follow up to the yes or no questions. However, the students did not provide a great deal of substantive feedback to most questions.

However, when we asked what would make them happier, a couple students did have suggestions. Others simply gave positive feedback. Students suggested we have longer breaks, less school work, and a less strict dress code. While we could not accommodate longer breaks and less school

work, we did revise the dress code significantly to reflect the dress codes of other area schools. One student said the school is perfect the way it is. Another student said "the teachers are very welcoming and you can talk to them whenever you need to and they always help you out whenever you need it."

The students did have a great deal of feedback on what the school should focus on upon return to excite them about school.

- Come back to school without having to worry about covid.

- Sports and band.

- I think the school should focus on Bullying and mental health. Covid -19 and quarantine really affected many of us mentally. I think there should be a school therapist to help the students out. Honestly, I don't know what should we do for next year.

- I don't know i think its good as it is

- less hard work

- Mmmm maybe having two water fountains ouu and more vending machines in the A+ campus

- More help from the teacher and mor tutoring.

- coding

- I'm not sure, I think the school is good enough already so I can't think about anything it would need to change or focus on.

- to be to able to do more actives outside and be to play basketball

- Being in real school.

- i think the school should focus on extra credit activities next year

- I feel adding back the dress code would be a lot and most of my school color clothes have gotten small over time.

- free dress

- To do fun things

- activities to do after school

- I think to have a little bit more activities to do would make it more fun and you can also get your exercise as well.

- More activities/programs.

- Longer breaks

- nothing i like it how it is

- its perfect the way it is

- Maybe a bigger area to play on break.

- I would probably work on trying my best more often because i space out a lot

- I think they should focus on having more beak supervisors. and something the school should add is more play equipment for break.
- I just really want more hours on campus.
- being able to play outside with friends
- remove tutorial as a class
- Add sports teams please.

We also ask students what they tell others about our school.

- A safe, very welcoming for old and new people
- Mostly chill school and the teachers are funny
- A good school and they should look into coming
- a great school
- a good school.
- Awesome!
- the best school
- A good school and it will help you with your grades.
- pretty cool and different
- Nice and I like our pond.
- a really good choice and they should definitely come.
- amazing and no home werek
- I tell my friends that I don't really like A+ because it's far away from my house and I like the school a little bit. It's just that like people are always picking on me and it's far away from my house.
- a wonderful school to study and learn new things
- A weird but good school
- Great, really helpful.
- a small school but enjoy it and the teachers are cool
- a very accepting school because they're respectful of students preferred pronouns and sexualities.
- the best charter school that you can go to and they help u if u need anything and that they should enroll

- not a school id wanna go to again
- I tell my friends that A+ is a great school if you want to challenge yourself.
- A+ is one of the best schools i have been too, and that im glad i came here
- pretty cool and the work isn't overbearing.
- A good school because it is nice you do homework in class.
- A+ is an okay school.
- school, which I, being a kid, don't like, but it's still a pretty good one.
- Kinda boring school...
- I tell them its good cause you can get help
- if a good school that can help u get your education better and help u find the best collages
- a great school during this time, as we take one class per term, it is way easier and very recommendable if you are struggling.
- I say that it's alright
- Me personally i don't like my school.
- a very amazing school and helpful when it comes to needing help with your work and you should come this year
- Kind of a boring school when it comes to some activities but besides that it is a good small school.
- a safe school
- .. a good school and a plus to that is that we don't get homework unless we don't finish work(please don't change that rule)

Table 4: Parent survey data 2021

Question	Yes	No
Do you feel your child was successful at school this year?	89.4%	10.6%
Do you feel help is available to your child so they may be successful at school?	93.6%	6.4%
Does your child seem happy at Accelerated?	98%	2%
Do you feel that you can talk to staff at Accelerated about your child's needs?	100%	0%

Does your child feel that they can talk to staff if they have a concern or question?	100%	0%
As much as possible, do you feel that while at school your child is safe?	98%	2%
Have you used PowerSchool to monitor your child's grades and work completion?	66.7%	33.3%
Would you recommend Accelerated to another family?	98%	2%

The survey also included questions with short answers as follow up to the yes or no questions.

When asked how we can help their child be successful, we received four responses. One parent asked for better communication by having updates regularly sent to her. Another simply said Accelerated was too easy and her child needed a higher level of work. One said it had nothing to do with the school, but rather her child's mental health. The final comment said that her child "had a hard time getting help she could understand sometimes, but most of the time things were successful."

We also asked what would make their child happier to be at Accelerated. Two parents responded. One state their child wanted to go to the district high school because Accelerated was too easy for him. The other parent said, "My daughter enjoys Accelerated and specifically asked me to enroll her here…"

Finally, given the unusual circumstances of distance learning, we felt it necessary to solicit specific feedback from parents about what we needed to focus on when bringing students back to school and what we can do to help students feel excited about coming back to school. We received a great deal of feedback and parents also used this time to simply comment on the school in general.

- The social interaction and sports/PE are very important to our youths interactions. Besides family school is where youth learn social skills. For the mental health and physical health of our children I hope masks will be out phased sooner rather than later- or that youth are given the option not to have to wear them.
- This school has been absolutely amazing. Mr. Allen is a wonderful teacher. He has been very helpful and always available. My daughter has excelled in this school . Mr. Allen is a big reason why she is doing so good and enjoyings learning. She is excited to be returning in the fall.
- Deportes (sports)
- Que los maestros estén para ellos cada bes que los necesiten (May the teachers be there for them every kiss they need)
- Que haya mucha seguridad, para nuestros hijos, porque en mi opinión no es seguro que los niños asistan en persona ala escuela, por lo de la pandemia. (That there is a lot of security, for our children, because in my opinion it is not safe for children to attend school in person, due to the pandemic.)
- Having all students vaccinated

- Academics and social connections with their peers
- Physical Activity yet maintaining social distancing. Regular hand washing and sanitizing for everyone periodically throughout the school day.
- Is that our kids can social distant and yet be able to socialize with each other and Inner react while completing classwork. To bring back electives that the kids will enjoy.
- Focus on safety , as you already are. I don't know what will excite students about coming back in the fall. Maybe one of your old fashioned hot dog BBQ's for the family? They'd see their friends and want MORE interaction..
- You know I'm not a good judge of this year's academics coming in this late in the year. I'm sure it's not the school's fault, but she needs serious math help. Entering high school and she really can't multiply. All the extra programs online are great, but maybe not enough! And maybe they are relied on too much.
- I must say after all her apprehension about returning to the classroom, she's loving it. A big relief for me.
- Trying to include more activities that students can participate. I feel we need to teach our kids to move on with life with the knowledge that COVID is not going to disappear and learn to adapt new ways for social interaction. I truly believe that isolation children will harm them further at this point. Let's show them that we can be safe but also interact
- Lo que a mi me gustaría es que en horas de estudios. No den permiso al público a cruzar por los terrenos de la feria.ya que a veses hay niños y niñas caminando de salón a salón. Y en ocasiones van solos o solas, las niñas y eso a mi punto de vista no está bien. En otras escuelas en horas de clase, no permiten entren personas a los campus de la escuela. (What I would like is that during study hours. Do not give the public permission to cross the fair grounds, as there are sometimes boys and girls walking from room to room. And sometimes they go alone or alone, the girls and that in my point of view is not right. In other schools during class hours, they do not allow people to enter the school campuses.)
- Bringing back a sense of normalcy. Allowing our children be be children again. Allowing social interactions. Having extra curricular school activities again.
- Smaller classes
- His improved grades are so much better with his home study this past year. I asked him what made the deference. His answer was simply "no disturbance." He can concentrate on his work so much better with out other students Interruptions! This brings me to wonder is there a way he can continue to work at home in the future?
- This is a bit off topic but just wanted to say this school and all staff are frikn amazing, without this school I don't think (student) would of graduated , this place was exactly what was needed for my child , thank you ,thank you .....and Thank You!!
- That all students get to come back. It's been a long year.
- To make my child feel normal as possible by not having him wear a mask or be tested.

The staff does an annual review of our strengths, weaknesses, opportunities and threats. This allows us to self monitor and set goals based on this self-reflection.

Table R. SWOT Summary (*Source: Accelerated Achievement Academy Staff 2021)*

Strengths -
- Dedicated long term staff
- Respectful culture – small individualized relationships between staff and students/families
- Curricular freedom
- Technology has improved – 1 to 1 computers
- Enrichment/club choices expanding
- Reputation of schools
- Safe option in community – gangs, acceptance
- Improvements to mental health services and practices
- Leadership

Weaknesses -
- Facilities, logistics, and staffing limitations – campus trek, fire, network, lab, course offerings, fitness, shade
- Student culture – drugs, credit deficiency, campus unity, civic identity, mental health
- Marketing

Opportunities
- Land development
- Rebranding – refining/improving school culture, dress code
- Improving school to school relationships (clubs/enrichments)
- Refocus on extracurricular programs – trainings and grants (archery)
- Dress code barrier removed
- New leadership at RA
- Independent study
- Engage with community
- Access to outdoor equipment (Laura through training)
- Our park (Vinewood) is looking splendid
- New tech skills and platforms - Edutopia
- Robotics in the classroom
- $$$ (Covid funds over two years) to drive these opportunities

Threats
- Covid restrictions
- Low enrollment
- New schools opening – Charter in Hopland
- Lack of strong independent study option
- Mental health (transitioning back to school) – masks, distancing
- Organized sports and limited electives
- Limited support staff
- Network access/reliability unpredictable
- Fire impacts (staging, evacuations, smoke)

As a small charter school, we do not have the ability to offer many sports teams or extracurricular activities. However, we do provide some extracurricular activities for students to participate in both during and after school. During school students participate in Enrichment or Community Assembly every Wednesday after lunch. Enrichment is offered in partnership with our sister school, Redwood Academy, to provide a wider array of choices for students. An example of the Enrichment offerings include STEM challenges, Student Activities Group, art, field games, card

games, creative writing, American Sign Language, crafts, walking, and reading. Community Assemblies are organized by different grades. In the past, they have been more traditional assembly style with the hosting class providing some sort of game or activity for students to participate in. This year, due to COVID, we have decreased the number of assemblies and moved them outside. Thus far, classes have created chalk art and competed in a musical chairs tournament this year. Additionally, the Student Activities Group plans several school events a year including Awareness Week, Spirit Week and the talent show. There is a high level of positive participation in these in school activities and events.

The school also offers, in partnership with Redwood Academy, after school electives for grades 7-12. These vary depending on the semester, community member participation and teacher offerings. The pandemic has limited our ability to allow community members to offer electives, but we hope to return to our before COVID offerings as soon as possible. These offerings have included yearbook, karate, photography, soccer, Spanish Tapas, chess, MESA, robotics, archery, and soccer. In addition, the school offers an after school program for students in grades 4-6 that consists of two days of classwork support and two days of "fun" activities such as art and field games. Despite the availability of after school activities, few AAA students participate in the activities. Anecdotally, based on conversations with students, it is a lack of interest in the offerings, no desire to remain at school any longer than necessary, and transportation issues that prevent them from participating in after school activities.

Priority 7

All students participate in the same course of study. As a small school, we only have one class per grade level. Each grade has one set class schedule. Each grade is offered a total of 7 classes. All students participate in all 7 classes, with only a couple exceptions. In the event that a student in grade 10, 11, or 12 did not pass their previous math class, they will be placed in the appropriate math class. Students are required to take math through 11th grade. Only 12th graders that have not completed Integrated Math I, the Algebra I equivalent, are required to take math. Additionally, if students in 11th and 12th grade do not need the course recovery class, they will be enrolled in a dual enrollment college class that we offer on campus. Additionally, we encourage students to take college classes on the Mendocino College campus in areas of interest to them so they may access a broader range of course options. The school pays the fees and purchases all the books necessary for their participation in college classes whether on or off campus.

According to the California Dashboard, the percent of students who were considered college and career ready in 2019 was 66.7% as indicated in Table ????. As of the approval date of this report we do not have any more current data. However, we do believe the percent will drop because fewer students participated in college classes during distance learning. The majority of our students meet the college and career readiness standard by completing a CTE pathway and college classes. As previously stated, we do not offer UC a-g approved courses. Our mission and student population is geared towards students who are more likely to enter the workforce, a CTE program and attend junior college. This does not prevent students from transferring to a 4 year college after junior college, and we have had some students do that. All parents are made aware that our program does not provide UC a-g approved courses through our orientation materials. Additionally, parents are provided information about our sister school's program whose mission is to meet the UC a-g requirements. Parents choose which program to enroll their child in. The staff

does not make that decision.

Corporate Policies and Financial Support

Accelerated Achievement Academy is governed by *Charter Academy of the Redwoods*, a non-profit public benefit corporation established in 1999 to oversee the creation and implementation of charter schools. It has three officers: Elna Gordon who serves as president, Selah Sawyer who serves as secretary, and James Switzer who serves as treasurer. Currently all five board members are non-employee parents or former parents of *Academy* students.

The majority of activities are designated to the officers and professional staff to manage. Directors duties are outline in the corporate Bylaws article 3, section 3 :

"It shall be the duty of the directors to:

   (a)   Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or by these Bylaws;

   (b)   Elect, employ, evaluate and discharge all officers according to the prescribed duties provided in these Bylaws to assure that their duties are performed properly; ensure that the officers employ, supervise, evaluate, discharge and prescribe the duties of all agents and employees of the corporation to assure that their duties are performed properly;

   (c)   Fix the compensation of all officers, agents, and employees of the corporation;

   (d)   Meet at such times and places as required by these Bylaws;

   (e)   Register their addresses with the Secretary of the corporation and notices of meetings mailed or telegraphed to them at such addresses shall be valid notices thereof."

The school uses the Standardized Accounting Code Structure (SACS) and uses the financial services of the Mendocino County Office of Education.   The school operates under a budget of approximately 1.9 million dollars (Appendix ???) with a per pupil expenditure of ?????. The school has always taken the use of taxpayer dollars very seriously and strives to prioritize student services and provide teachers with all the curriculum and materials needed to teach effectively. Teachers never have to spend their own money to purchase curriculum or materials for their classes. Teachers can order items through the principal, office or purchase any item under $100 and submit for reimbursement. More costly items are usually approved for purchase, but in the case of schoolwide technology updates, those are generally limited to when the school has a surplus budget or if they are a necessity.

The school participates in Title I, II, and V programs submitting an Application for Funding through the Consolidated Application and Reporting System, and operating with a state-approved Local Educational Agency (LEA) plan. No income is budgeted for supplemental fund-raising. The

school received funds for the lease payment of some *Accelerated Achievement Academy* buildings through Proposition 39 support from Ukiah Unified School District as well as the Charter School Facilities Grant.

Special education services are provided through a Memorandum of Understanding with Ukiah Unified School District. The district provides a resource teacher and an aide who serve *Accelerated Achievement Academy* and her sister school, *Redwood Academy of Ukiah*. The special education staff provides direct service to students with IEPs, consults with teachers to explore strategies for students who are struggling, and serves as an effective liaison between the district and the school.

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
The mission of Accelerated Achievement Academy (AAA) is to *"accelerate achievement toward a successful future in a safe, challenging, well-managed charter school."* This mission is consistent with the requirements for CAR-governed schools as established in board policy and distinguishes it from the mission of other CAR-governed schools. It is consistent with local efforts to improve academic achievement for all students while filling the local need of offering comprehensive instruction for struggling students in keeping with the Common Core State Standards for English-language arts and mathematics, as well as the California state standards for social studies and the Next Generation science standards. It is also consistent with the need to provide additional support to struggling students in developing post-secondary plans. AAA improves learning for a diverse population of students in grades 4-12 by providing rigorous standards-based instruction as described in this section as well as a career focused education.	Charter Petition Student Family Handbook AAA Website

The mission of AAA is supported by the values of the Board of Directors of Charter Academy of the Redwoods, a non-profit, public benefit corporation which manages the charter school. It includes four statements: 1. **All people have value.** It is each person's responsibility to strive continually to enhance that value. 2. **All people have unlimited potential to learn.** People learn at different rates and in different ways and have the right to learn in an environment that accepts those differences. Learning is an activity of joy that requires great, sustained effort. 3. **All people are challenged to higher levels of performance by high expectations.** It is each educator's, parent's, and community member's responsibility to set high expectations and invest the resources needed to help each student meet the challenge. It is each learner's responsibility to seize the value of that investment and achieve. 4. **All people benefit from respect.** An environment in which people and things are respected is essential to the emotional safety and academic growth of everyone.	Student Family Handbook Board Policy
As a charter our mission is defined as part of the chartering process. However, we do seek feedback regarding our program. Given the small community that AAA is located in, many of its parents are community members who work in local business. The Board of Directors consists of three former parents. Parents are invited to participate in Parent Advisory meetings and provide feedback during parent surveys. Students are also surveyed to provide feedback in addition to informal conversations with the staff. Parents and students also participate in School Site Council. Staff routinely discusses how best to implement and meet the mission as well as the skills needed by our students. Before school begins, throughout the year, and at the end of the year the staff reviews data and reflects on how best to meet our mission.	Parent Survey Student Survey Staff Meeting Agendas School Site Council Agendas
The mission of AAA is communicated to parents upon their first introduction to our school. At the New Student Orientation the school mission is explained. Parents and students only commit to attending our school following the orientation. In addition, the	AAA Website Orientation Slideshow Student Family Handbook

mission is on all important documents and the website. The mission is posted in all classrooms. The SLOs are informally communicated to students and parents. AAA needs to improve its method for communicating the SLOs more formally.	
AAA does not have a formal process for systematically reviewing or revising these statements. As a staff we address needs as they arise. The SLOs were revised to reflect a more holistic view of what skills and knowledge a person needs to be successful.	Staff Agenda

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
The selection, composition and specific duties of board members are clearly outlined in the school bylaws. The Board of Directors is required to meet no less than annually, however, meets seven times a year.	Bylaws December Board Meeting Minutes
The policies and bylaws of the governing board are closely aligned to the mission of the school and support the effective delivery of curriculum to prepare students for a successful future.	Board Policy Bylaws
The LCAP is a direct reflection of the needs of only our school as a single school LEA. Therefore, it supports the vision, mission and SLOs.	LCAP
The board reviews and approves all changes to the board policies. The board also reviews and approves the charter which contains any revisions to the mission or SLOs. However, the board is not directly involved in revising the mission or SLOs for the school.	Board Agenda and Minutes
The board receives progress reports at each board meeting from the President, Secretary and Treasurer as to the current events, student performance, school operations and fiscal health of the school. Additionally, the board approves the Single Plan for Student Achievement and LCAP yearly.	Board Agendas and Minutes

Three members of the Board of Directors are former parents of students at AAA. During the New Student Orientation parents are informed about the Board of Directors and their role at AAA.	Board Members Orientation Slideshow
Parents are invited to provide input on the LCAP during a Parent Advisory meeting and School Site Council meetings. The Board of Directors also provides input on the LCAP annually.	Board Agendas SSC Agenda
The board has consistently demonstrated a deep trust in the school staff and their professional opinion regarding the implementation of an effective educational program. As outlined in the board policy, the Co-Executive Directors, Principal and Chief Fiscal Officer have been granted the responsibility of implementation of the policies, bylaws, and school program.	Board Policy Bylaws Board Agendas and Minutes
The board receives progress reports at each board meeting from the President, Secretary and Treasurer as to the current events, student performance, school operations and fiscal health of the school. Additionally, the board reviews and approves the Single Plan for Student Achievement and the LCAP annually.	Board Agendas and Minutes
The school's complaint and conflict resolution procedures are clear. To date neither the school nor the board has received any formal complaints.	Complaint Procedures

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
Throughout the year the staff meets to discuss student needs. Based on the staff feedback and student/parent surveys, the management team begins preliminary plans for the next year. At the end of each year the staff meets to review the year's program and solidify any major changes to the program for next year. Then two weeks prior to school beginning the staff returns to collaborate on smaller changes and improvements to the educational program offered at AAA based on achievement data as well as new ideas by the staff, Board of Directors and parents.	Staff Meeting Agendas Survey results
At the end of the year and prior to school starting, the staff analyzes test data, student performance in class and survey data. Then throughout the year the staff begins each staff meeting focused on students. Based on the pre and post school analysis, and the ongoing discussions in staff meetings, the staff determines what the needs are for the students and incorporates those into the annual plans. The plans are then	Meeting Agendas SSC Agenda Board Agenda/Minutes Staff Meeting Agendas

reviewed by the School Site Council and/or Board of Directors along with the student data.	
The allocation of resources is directly related to the needs of students and the implementation of the school program which is reflected in the school plans. All items purchased must support the mission of the school. Materials and instructional resources are provided as needed. Both certificated and classified staff support and assist students with school work or social/emotional needs. The administrative staff believes strongly that the first priority is to provide teachers with the resources they need to deliver effective instruction, and students with a program that meets their academic needs.	Pay Voucher Forms Job Descriptions Budget
All major decisions regarding the school program and student learning is made as a team. All staff share in the responsibility of providing support to students. Several staff take on leadership roles providing instructional support to teachers or running the PLC meetings. For example, staff meetings begin with student concerns. These discussions can last as much as an hour and a half. Additionally, not only teachers, but support staff check in with students on their progress. The office manager routinely checks in with students about their grades and provides parents with progress information in addition to the Principal, Student Services Coordinator (SSC), the tutorial teacher, and the resource teacher. This holistic approach increases students' sense of belonging and prevents student struggles from going unnoticed improving overall performance in class.	Staff meeting agendas Observation
The school leadership and staff routinely evaluate the school program for areas to improve student success during admin meetings, staff meetings, and at the before school and end of year meetings. Additionally, with such a small staff, much of the discussion happens informally.	Admin Agendas Before School Agenda Staff meeting agendas
Given that the staff is spread out over four different site locations, the primary form of communication is email. It is effective for items that do not need to be immediately	Observation

addressed. Anything more immediate is handled via phone. This does create a disruption within the classroom, therefore, it is only used to address immediate needs.	
The staff at all levels works as a team. All major plans are discussed and decided upon as a team prior to implementation. Given this atmosphere there is very little conflict amongst staff. If there is a difference of opinion about how the school should move forward and a situation should be handled, the staff is excellent at discussing it respectfully and accepting the majority's decision.	Staff meeting agendas Observation

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
During the interview stage each potential employee is informed that the school is an "at will" employer as well as some of the expectations of staff. Through the questioning process the culture of the school is explained. The employee is briefed as to what the position entails. The goal of the interview process is for both us and the potential employee to be able to determine if we are a good fit for each other.	Interview Questions
All certificated and paraprofessionals must be highly qualified. As part of the hiring process, potential employees are generally interviewed by a panel of staff members. In addition, references, credentials, and employment history are checked to ensure staff is highly qualified.	SARC Teacher Credentials Employee Tracker
If a teacher holds multiple credentials and is highly	Class Schedule

qualified in each, it is always the aim to assign teachers based on their highest level of expertise while still meeting the curriculum needs of the student body. In addition, Instructional Assistants are placed based on their ability. Some Instructional Assistants are best suited working with a teacher while others are able to manage a class on their own.	
Prior to the start of school the administration informally and formally discusses relevant information with new staff as it arises. All staff have access to administration for questions. The goal with new staff is to allow them to slowly gain the information they need over the course of the two weeks prior to school starting, rather than give them everything they will need for the whole year at one meeting.	Observation
All employees are provided an Employee Handbook at the beginning of every year that outlines the school employment policies. All staff must sign that they have read and understand the employment policies. The staff also receives the ABC Procedures at the beginning of the year that outlines our agreements with regards to academics, behavior and communication. Both the Employee Handbook and ABC Procedures are reviewed at the meetings prior to school beginning.	Employee Handbook ABC Procedures Before school meeting agenda
There is not a written decision-making process. However, major decisions that affect the organization and staff as a whole always include collaboration with the staff. Individual questions or approvals are directed to the principal, who makes the decision or brings the question to the management meeting for discussion.	Observation Staff meeting agendas
The overall relationship between the leadership and staff is that of a team with open communication about any concerns or issues. The leadership values and supports staff opinions and input. Staff feels they can approach the leadership when needed. Any issues affecting the staff or organization as a whole are addressed in a very transparent way. The staff feels able to approach the leadership with their needs and concerns.	Observation

The school does not have predetermined pacing guides. Teachers determine the pace of instruction with the general understanding that there is a certain amount of curriculum that must be covered. We believe strongly that teachers need the flexibility to adjust instruction based on the needs of the students.	Observation
Staff receive 13 days during the year for professional development. Some of those days are highly structured with specifics trainings. Others are used for collaboration and planning.	Academic Calendar Before school agenda
Teachers are encouraged to attend professional development each year. All costs associated with any training are covered by the organization.	Purchase Orders
The most recent professional development has been focused on the social-emotional health of students and developing a positive school and class culture.	Before school agenda Staff meeting agendas
The staff participates in PLC meetings where they collaborate about instructional strategies, share resources, and discuss assessment practices.	PLC Meeting Notes
All new teachers participate in an induction program. Several, teachers have served has support providers. Currently, one teacher is in an intern program.	Induction Forms
At the beginning of each year, teachers analyze their testing data, identifying areas that need more focus. Teachers conduct a self-evaluation and set goals based on student achievement and professional growth. The principal's goal is to conduct an observation at least once a year. After the observation, the principal and teacher conference to discuss what was observed. At the end of each year the principal and teacher meet to discuss progress on their goals. Additional informal observations occur throughout the year. However, the consistency of observations is an area of growth. The principal does not always observe every teacher each year.	Observation Form
The effectiveness of professional development is	Observation Form

demonstrated in the academic improvements students are making both in standardized test scores and grades over their previous performances. During the before school staff development, teachers use student data to determine areas for professional improvement and focus for the coming year as part of the evaluation and observation process.	Staff Meeting Agendas CAASPP Data Annual Report

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.*

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
All resources are allocated based on meeting the mission of the school, Common Core State Standards, the SLOs and critical learner needs. During the planning process for each year, the administration with staff input evaluates the needs for the coming year to determine if additional staff, materials, housing or other resources are needed to maintain or improve the educational program. Additionally, more long-term program needs are identified. Allocations are then determined based on the evaluation of the short term needs and to plan for the long-term needs.	Administrative meeting agenda Staff meeting agenda Budget
In the last quarter of each year and the beginning of the new year staff provide curriculum and materials requests. In addition, throughout the year if additional resources are needed, the staff is provided the resources. It is the administration's belief that providing teachers with the resources they need is necessary to meet the academic needs of students.	Administrative meeting agenda Staff meeting agenda Materials Request Form Budget
Teachers are able to provide the instructional program students need to improve student learning because they have the curriculum they need and students have the supplies they need to participate in the academic program.	Observation Testing Data
AAA's budgeting system includes a budget approved by our board using SACS (Standardized Account Code Structure) object codes. The budget reflects the program, scope and the mission of the school. The budget undergoes constant revision by the treasurer, as new information becomes available. The board approves revised budgets periodically during each year. Additionally, the school submits budgets and other financial reports to Ukiah Unified School District, as required.	Budget Board Meeting Agenda
During the budgeting process a priority is made on maintaining a balanced budget while building the school's reserve during years with higher revenue in the event of an economic slowdown and decrease in funding. This long	Budget Job Descriptions

term planning has resulted in a fiscally sound school with a reserve of approximately $1.6 million that can be used in small amounts as a supplement during years of decreased revenue without severe cuts to the program, or for future expansion of our program and facilities.	
The business office for Charter Academy of the Redwoods (CAR), the non-profit corporation that operates *Accelerated Achievement Academy*, has a very effective accounting system. External Audits are conducted annually and submitted to Ukiah Unified School District, Mendocino County Office of Education and the State Controller. The audit has resulted in no audit exceptions since the school opened and no audit finding since the 2009-2010 school year. CAR works with Mendocino County Office of Education (MCOE) for fiscal services including payroll, accounts payable, accounts receivable, financial record keeping, and communication with state agencies. CAR uses the MCOE computer system to maintain records of all income and expenditures using the full Standardized Account Code Structure (SACS). Funds, except for revolving cash and student activities funds, are kept in CAR's account with the County Treasurer. Generally, for fiscal matters, MCOE regards CAR (and other direct-funded charter schools) the same way it regards individual school districts within the county. Fiscal management responsibilities are spread among a number of individuals, with ultimate responsibility in the hands of the corporate officers and the Board of Directors. Officers are: Elna Gordon, President and Co-Executive Director; Selah Sawyer, Secretary, Co-Executive Director, and Principal; James Switzer, Treasurer and Chief Fiscal Officer. Other employees with fiscal responsibilities are: Melinda Decker, Student Services Coordinator; and Kerri Thies, Coordinator of Operations at AAA; and Terri Bollig Office Clerk.	Audit Internal Fiscal Management Plan Staff Meeting Agendas

CAR maintains many written policies and procedures covering fiscal activities. These, along with the standardization required to use the MCOE system, and the guidance from MCOE staff members and our auditors, controls our fiscal procedures. The Board of Directors receives information on fund balances and changes in expenditures by way of a treasurer's report at each Board of Directors' meeting. Further, the Board receives this information when it approves state-required financial reports and revised budgets. The Treasurer, James Switzer, monitors the adopted budget and actual expenses at least every two weeks by reviewing reports from the MCOE accounting system. The Board of Directors is involved by reviewing the treasurer's report at each board meeting and by reviewing and acting upon required financial reports and proposed budget revisions. The approved budget is modified by the Board of Directors upon the recommendation of the treasurer, after conferring with other officers and staff members. Budget changes are made to maintain focus on the mission of each school in the context of continually changing conditions. When severe changes to revenue occur, the staff is included in the evaluation of the budget for areas to decrease spending. This level of transparency and teamwork in addressing the necessary changes, created a great deal of understanding amongst the staff for the decisions made by the management team.	
<u>Cash Receipts</u> CAR sometimes receives checks for rebates from vendors, donations, reimbursements, or for other reasons. These checks are deposited in the county treasury periodically as they accumulate. CAR also has a student activities account in which cash receipts are deposited. <u>Cash Distributions</u>	Internal Fiscal Management Plan

Terri Bollig prepares pay vouchers. MCOE reviews them and prepares checks. James Switzer reviews the checks and other documentation and directs the mailing of checks. Pay vouchers are not used for the revolving cash account. Checks are written from this account only when a vendor must be paid immediately. James Switzer, Elna Gordon, and Selah Sawyer have access to the checks and are authorized to sign them. (Two persons must sign.) Melinda, Coordinator of Technology, is also an authorized check signer. The account is reconciled monthly and reimbursed periodically. James Switzer makes entries in the check register and maintains accounting records.

Receivables and Revenue

All money from government sources, with rare exceptions, comes to CAR through MCOE. MCOE makes accounting entries and deposits funds in CAR's account at the county treasury. Other revenue and receivables are rare. CAR rarely conducts any activities where it issues invoices to a debtor for goods or services. In the event CAR receives checks for receivables, CAR deposits them in the county treasury. James Switzer prepares deposit documents and Elna Gordon reviews them.

Inventories

No formal inventory of unused materials and supplies is maintained. Educational supplies are maintained by teachers in their rooms and general and office supplies are maintained in the school offices and subject to immediate use. James Switzer, who does not normally place orders or receive material, is responsible for inventories of equipment, furniture and fixtures.

Fixed Assets

A list of fixed assets is maintained in the business office. A detailed list of property shows asset description, serial number, acquisition date and other information. An updated list is furnished annually to the Mendocino County Assessor in conjunction with the application for property tax exemption, and to CAR's auditor. Items acquired with grant funds are identified. Items are marked with identification tags referenced by item number to the equipment list. Items are removed from the list when they

are discarded or otherwise retired from service.

Accounts Payable and Purchases

An officer approves all large orders. A temporary file is created when an order for goods or services is made. The documents in the temporary file for each order contains information needed to determine what was ordered, who authorized the order, facts to properly code the payment, and the identity of the vendor. Orders paid for by credit card are placed in a sub-file by credit card issuer. Upon receipt of the order or completion of the work, the file is turned over by the person who verifies the receipt or completion to James Switzer who creates a pay voucher. For services that are ongoing and billed periodically, such as utilities or rent, Terri Bollig creates a pay voucher upon the receipt of an invoice. After authorization by James Switzer, the pay voucher is sent to MCOE, who writes a check. James Switzer directs the transmittal of the check to the vendor. Original records are kept by pay voucher in each vendor's file. Photocopied records are kept chronologically by each accounts payable batch. This system enables us to insure that goods and services are not paid for unless they are received. We can also easily determine if orders have not been received or the total amount of funds encumbered by reviewing the temporary file of pending orders. When a contract is entered into, a separate log is made showing the total amount of each contract, the amount paid and the amount remaining to be paid.

Payroll

CAR's payroll is handled through MCOE. The corporate treasurer prepares a salary agreement for each employee, with the amount of pay based on the board-approved salary schedule. Employees working in the CAR business office review timesheets and other documents and submit payroll prelists to MCOE. MCOE reviews the submitted information and prepares checks or makes direct-deposit transactions to employees' bank accounts. MCOE transmits payments to various agencies for payroll deductions or furnishes us checks for this purpose. Records of these transactions are maintained in the MCOE computer system.

<u>Contracts</u> Contracts are granted according to state bidding laws. AAA does not currently have any contracts of $75,000 or more.	
The school occupies a business building as well as two buildings on the fairgrounds. The school also uses several classes on the campus of our sister school. The school has sufficient classroom space to house all of the students, but is running out of space for support services. There is also no space to expand our course offerings. Additionally, the broken up nature of the campus interferes with informal teacher collaboration as well as cuts into instructional time because of the need to walk back and forth between the various campuses. The lack of one campus also seems to interfere with our ability to create a more unified school culture, although the staff takes measures to mitigate the effect.	Observation
The staff philosophy is that everyone is responsible for maintaining the facilities. All staff is expected to keep the buildings neat and clean. We share this philosophy with our students. The students are responsible for taking out the trash and recycling as well as picking up the classroom at the end of each day. Any maintenance needs are reported immediately to the Facilities Manager for repair and are promptly addressed.	Observation
At the end and beginning of each year, staff submits requests for any new textbook adoptions, other curriculum needs, or technology needs to the Principal. Usually, all curriculum requests are granted. Occasionally, textbook adoptions are postponed if new state adoptions are occurring the next year or the current textbook is fairly new. Additionally, in years with large numbers of requests, priority is given to the oldest adoption. The teachers are given the freedom to evaluate curriculum and determine if it meets their needs when purchasing new adoptions. In the case of math curriculum, two math teachers evaluate several math curriculums and chose one for the school to provide consistency across the	Staff meeting agendas Reimbursement form Materials request form

grades. Recently, the school heavily invested in technology based on teacher and student need purchasing new Chromebook labs for all the classrooms. All materials requests are given to the office manager to order. The office manager gives any unusual or larger requests to the principal for approval. All major purchases must be approved by an officer. The teachers are permitted to purchase curriculum and materials valued at less than $100 and submit for reimbursement for the cost.	
Given the relatively small town, hiring qualified teachers often requires recruiting teachers from out of the area. Therefore, the school provides relocation money for hard to fill positions. Selected applicants are interviewed and references checked to better ensure we choose quality teachers. Leadership is readily available and willing to help all staff. The leadership respects and trusts the staff's judgment and decisions. The trust and respect amongst all members of the staff as well as our shared values and desire to meet the needs of our students has created an exceptionally close and caring environment. All staff is encouraged to continue to develop their skills through professional development or further education, as well as, share their techniques and strategies with other staff.	Interview Questions Observation Salary Schedule Budget
The school maintains an adequate staff for meeting the program needs. No teaching positions are filled with emergency substitutes or teachers teaching outside of their credentialed area. As the level of teacher experience increases the salary begins to fall behind the local school district. The school has made efforts to improve the the compensation. Additionally, the health benefits package is better than the local district creating a comparable total package. Additionally, the compensation to paraprofessionals, office personal, and campus aides is comparable to the local district and area. The compensation for the Principal/Co-Executive Director is lower than comparable positions with the local district and other charter schools in the area.	Class Schedule Salary Schedule

The school maintains a healthy fund balance considerably higher than the minimum required. The strong fund balance will allow the school to maintain their program while struggling with a decline in enrollment as a result of the pandemic.	Budget
The school at its peak had approximately 176 students enrolled. In the last six years, enrollment has declined reaching a low of 132 students at CBEDs this year. Prior to COVID enrollment had leveled off at about 145 students at CBEDs. However, the school did not see the same interest in new enrollment post distance learning. The school does market the school. The marketing includes several ads in local publications, participation in community events, announcement on the fairgrounds marquee, a banner on the building, an advertising banner across State St, a radio ad, an ad on the side of a local public transportation bus, and school sponsored city league sports teams. However, many of the students still come to us because they have a relative or friend attending, or someone in the community referred them to our school.	Ad Pay Vouchers
Annually student and parent surveys are given asking for feedback on the educational program and suggestions for improvement. The surveys are used during the staff's end of the year program evaluations to determine improvements and changes for the next year. All plans are submitted to the business office to be included in multi-year budget projections to ensure their long-term viability.	Surveys Multi-year budget projections

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

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

Summary:

Accelerated Achievement Academy's mission to accelerate student achievement towards a successful future is an integral part of the academic program. It is communicated to parents and students at orientation and on all important documents. The mission is recited by students and staff regularly, and influences decisions regarding program development and allocation of resources. The mission is consistent with meeting the needs of struggling and below grade level students in our community who are focused on career exploration, and with the belief that all students can achieve. Board policy contains language supporting the mission and shared beliefs about student achievement. The Schoolwide Learner Outcomes are also reflective of the mission defining what skills and abilities are needed for a person to be successful in the 21st century.

 The procedures for the election of Directors are outlined in the bylaws. The Board of Directors consists of current or former parents. The board policy and bylaws supports the mission and delivery of curriculum with clear expectations for curriculum and instruction. The board is not directly involved in the revision of the SLOs, however, it does approve the SLOs as part of the charter. The board annually reviews and approves the Single Plan for Student Achievement and LCAP. The board assigns the Co-Executive Directors and Chief Fiscal Officer the primary responsibility for implementation of board policy and bylaws.

 The staff meets at the beginning and end of each year to evaluate the educational program offered to students based on student data and feedback. In addition, the program is reviewed throughout the school year during staff meetings and staff work days. The Single Plan for Student Achievement, LCAP and all resource allocations reflect the needs of the students.

 All teachers except one are fully credentialed and are highly qualified. All staff receives the Employee Handbook and ABC procedures at the beginning of each school year. Teachers with multiple credentials are usually assigned to classes they have the greatest expertise. The school does not have written policies regarding how decisions are made. In general, major decisions involve input and collaboration with teachers. Individual approval or questions are directed to the principal. Overall, the staff and administration functions as a team working together to create an effective program.

New teachers and mentor teachers participate in an induction program. Additionally, other professional development is offered throughout the year in the form of conferences, trainings, and PLC meetings. In addition, teachers conduct self-evaluations and set professional goals at the beginning of each year. Informal observations or walk-throughs occur throughout the year. The effectiveness of the professional development is evident in the improvement of student grades and test scores.

 All aspects of resource allocation are based on meeting the mission of the school, Common Core State Standards, SLOs and program needs. The staff levels and financial resources are currently sufficient. The facilities provide adequate classroom space, but limit program expansion and hamper instruction time and collaboration time. Routine review and revision of the educational program is a top priority during staff work days before, during and after the school year. Sound budget practices and accounting procedures have created a fiscally solvent school with a sufficient reserve. Annual audits conducted by an outside agency, and submitted to Ukiah Unified School District, Mendocino County Office of Education and the State Controller, routinely find no exceptions or findings.

Areas of Strength

1. The education program is driven by a mission and shared values.
2. The staff works as a team to improve the educational program and address issues.
3. The school has strong fiscal management and planning that has created a solvent school with a strong fund balance.
4. The school has never had any audit exceptions and no findings since 2009-2010.
5. The budgeting process is transparent and all staff is involved in prioritizing suspending.
6. Teachers are provided the materials and resources needed to provide quality instruction.
7. Teachers are provided multiple opportunities to participate in professional development.

Areas of Growth

1. The school needs to clearly communicate the SLOs to all stakeholders.
2. The school needs to improve the school facilities to allow for program expansion and an improve school culture.
3. The school needs to increase enrollment to maintain or possibly increase services available to students.

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
In preparation for distance learning during the 2020-2021 school year, several staff members attended Stanford Online High School's webinar "Teaching Your Course Online: The Essentials." They also attended San Jose State University webinars on a wide range of distance learning topics. Consequently, all Accelerated Achievement Academy teachers learned and used current technological learning management systems in order to adapt traditional curriculum into a digital format. One teacher attended conferences through the National Endowment of the Humanities to help integrate historical curriculum about social reform and apply it to current events and literature. Another teacher attended a conference through the Freedoms Foundation to gain curriculum for American History and Government. The science department got new textbooks (Houghton-Mifflin's *Science Dimension*) that allow students to apply concepts in multiple-modalities focusing on kinesthetic methods. All teachers with preliminary teaching credentials participate in the state's beginning teachers'	Stanford Online High School Webinar; San Jose State University webinars, National Endowment of the Humanities course on social reform, Freedoms Foundation for American History and Government, Houghton-Mifflin *Science Dimension* textbooks, BTSA Participation Publications

program (BTSA). The school is a member of the California Charter Schools Association. We also receive numerous current publications and magazines.	
All core teachers at AAA use Common Core State Standards for math and English as well as state standards for science and history as strict guidelines for planning all curricular activities including curriculum maps, lesson plans and quarterly projects. Teachers and administration routinely access the California Department of Education website and resources. Additionally, non-core courses have standards or topics assigned to drive instruction throughout the year. AAA does not provide "A-G" courses as that is not our mission. Our mission to raise a student's academic skills to the point they are ready for "A-G" courses or to attend a junior college after graduating. If a student is ready for those courses, they are referred to our sister school or the local district high school.	Adoption of Standards Aligned Curriculum Student Samples Curriculum Maps Integrated Projects Course Catalog
All courses are taught using texts and materials that are aligned to the current state standards. New math and ELA texts, aligned with the Common Core standards, have been adopted at the elementary, middle, and initial high school levels to support instruction of the standards. The SLOs were revised to better reflect what is actually taught in the classrooms, and the school's mission of providing students the skills and tools they need for a successful future. The effectiveness of the instruction at meeting the standards, SLOs and the mission can be evaluated based on state testing data, which indicate that AAA is performing above many other schools within Mendocino County. It can also be evaluated based on the success these students have in the classroom compared to previous schools, and the execution of post-secondary plans by our graduates. In the middle school math and science departments, students are learning math through computing and robotics with UC Davis' C-Stem Studio curriculum that has A-G program status.	Adoption of Standards Aligned Curriculum SBAC Test Results Annual Report Observation C-Stem Studio
Each grade has numerous academic vocabulary words which	Academic Vocabulary Words

students will be able to properly pronounce, spell, and define in both a written and verbal context. Students in all grades are equipped with Chromebooks and become trained in Google Drive for its use across all of their classes. They also all have IXL accounts which allows them to practice skills across all curriculum. Integration of coursework is evidenced by the collaboration between the middle school English and Science teachers on curriculum. For example, students gather data and run experiments in science, which is then written up in English using a claims, evidence and reasoning format. This crossover supports the development of reflective writing and analytical skills during ELA using research and results collected in science.	Chromebooks Google Drive IXL
The school has not conducted formal studies of articulation. Past attempts to survey graduates of our school have not yielded enough results to gather this data. However, given our small school and close relationship with students, we often hear from them multiple times a year after graduation. Anecdotally, we know that many of our students attend the local community college and medical assistant and phlebotomy programs through the department of education after they graduate. In partnership with the local community college, our school offers a college business course on our campus to 11th and 12th graders. We also encourage dual-enrollment so that our students earn college credit along with their high school diploma. Many of the schools in our area, including both Mendocino and Lake counties, act as feeder schools to AAA due to our success with at-risk populations.	Partnership with the local community college Dual Enrollment Enrollment Report

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
At the high school level, this year a Career Exploration curriculum is being introduced to 9th grade (and will eventually roll out to 10th grade as well) to introduce students to different career options in an academic setting. For 11th and 12th graders, they are enrolled in a CTE course focused on Child Development.	Career Explorations Class CTE Child Development Class Class Schedule Course Catalog Field Trips Guest Speakers Academic Services Coordinator Job Description
Students take yearly tours of the local community college, Mendocino College, and visit Mendocino County Office of Education where many training programs are offered. The students create an account on the California colleges website and apply for financial aid. We also have yearly visits from military recruiters as well as guest speakers in other careers. Qualified students are aided in applying for CAMP (College Assistance Migrant Program), in which they can receive additional financial aid and support. Furthermore, students in College and Careers hear various speakers from different professions and frequently research and present career options.	
All teachers incorporate real world application into their lessons to make the curriculum relevant. For example, senior's studying economics apply the concepts to personal finance.	
Our school has an Academic Services Coordinator (ASC). The ASC meets with students individually throughout the year	

to discuss future plans. She provides college and career information to grades 4-10 periodically throughout the year. The ASC also assists students in signing up for college classes while still in high school, arranging for job shadowing and assisting students in signing up for technical programs at Mendocino County Office of Education.	
As a small school, we only have one class at each grade level. All students participate in the same academic program. Therefore, all students have access to a rigorous, relevant, and coherent curriculum. To ensure that all students can access the academic program, the school has a full-time resource specialist and a part-time resource aid to support students with IEP plans. The resource team often provides small group or one-to one assistance within the classroom setting on assignments. Teachers also provide accommodations for students with IEPs as necessary. Each teacher has Chromebooks for every student in their class, so IEP students always have access to typing an assignment instead of handwriting if their plans ask for it. In addition to the resource team. The school has an instructional aide who works with students in grades 4-6 who need extra support. Furthermore, the school has a built-in tutorial period for each grade. This is a "study-hall" period, three times a week, where students can complete or catch up on work. In this class, the teacher keeps track of each students' grades in every class. She also frequently prints out lists of missing assignments for students so they know what they need to work on. Students can also keep track of their own progress on PowerSchool, which lists all of their grades in each class. They can also access this program at home. Students also have an assignment log (used in all classes), which helps them organize their assignments and due dates. The school has an in-house math tutor who provides support during math class and tutorial periods. Lastly, the school has an ELD instructor who works with EL students in small groups to increase their English skills. All	Resource teacher/Aide schedule ELD Schedule Class schedule Chromebooks PowerSchool Teachers' credentials Assignment Log Projectors/Document Cameras Math Tutor

teachers have credentials that fully allow them to teach EL students. All teachers use various SDAIE methods to assist EL students (such as integrating visuals, audio recordings, etc.). Most teachers use projectors and document cameras. Consequently, when teachers model how to complete an assignment, all students can follow what the teacher is doing. This especially helpful for analyzing written sources.	
Parents meet with teachers in grades 4-6 for parent conferences, which are consistently scheduled. In grades 7-12, parents are encouraged to contact teachers whenever they have a concern or would like to meet in person. The teachers contact parents as needed to discuss student progress. Furthermore, the resource teacher schedules yearly IEP meetings for each Special Education student. Our school also has a Showcase twice a year that invites parents and students to see what the students are learning in class. Juniors and seniors talk about future college and career plans on a regular basis with the Academic Services Coordinator. The coordinator also keeps contact with parents regarding student performance. Lastly, the ASC organizes a Cash for Colleges night that parents and students may attend. However, this process is mostly a communication between the student and staff. The staff does not formally meet with each parent to discuss future planning for their child. The school uses PowerSchool which allows parents, students and staff the ability to monitor students' grades 24/7 from any internet connection. This allows all staff to assist in monitoring student progress and empowers parents and students to stay informed about how they are doing. All teachers are required to maintain their grades within a set time frame. Students who are deficient in credits participate in Grad Path during their junior and senior year. This course gives students time to get caught on the credits they need.	School Calendar Academic Services Coordinator Class Schedule Showcase Course Catalog Help Hour Schedule Summer School Form PowerSchool SES MOU

A tutorial class is built into the day for each grade at AAA. This gives students the opportunity to complete the work from that day or any missing work that needs to be made up. The tutorial instructor prints, monitors students grades, and provides students a list of their missing assignments. The students are required to keep an assignment log for each class that the tutorial teacher checks to make sure students are staying on top of their assignments. After school tutorial is available Monday, Tuesday, Thursday and Friday afternoons. This allows students an extra hour at the end of those days to catch up on work or missing credits under the supervision of a credentialed teacher. For students who are failing classes, this tutorial may be mandatory. Additionally, each teacher offers a formal help hour after school where any students can drop in for extra tutoring or assistance on an assignment. While this is the formal hour available for help, all teachers will make arrangements to meet on alternate days after school. The school provides Supplemental Education Services to students through a local tutoring center. Summer school is also provided for students in need of extra practice, or course recovery. Students are also given opportunities to meet standards and achieve outside the regular school hours. Twice a year we provide a "Student Success Friday" during which students can make up credits, make up assignments, receive extra help or complete extra credit.	
The Career Explorations class for 9th (and eventually 10th grade) introduces students to the career paths and options available to them after high school. The Academic Services Coordinator regularly engages with the juniors and seniors. For each of these classes, guest speakers are brought in from a variety of career backgrounds. The guest speakers provide insight into the career paths they have chosen. This insight	Career Explorations Class Academic Services Coordinator Personal conversations with graduates, current students, and parents. Class Schedule

helps to inform our students about possible career choices they can make and what it takes to achieve those career goals. In addition, high school students attend field trips to career fairs at the local community college, Mendocino College. These field trips are intended to help students become more aware of career options after high school and spark their interest. Students also work on developing job search skills such as completing a job application and resume writing. Additionally, Accelerated Achievement Academy offers a CTE (Career Technical Education) class to the junior and senior class: Child Development. Also, we provide a CTE college class on our campus in business. Eleventh grade students are required to take a course called Life Skills. This class teaches everyday life skills such as personal finance, stress management, effective communication, and nutrition. Given our small school and close relationship with students, we often hear from them multiple times a year after graduation. Anecdotally, we know that many of our students attend the local community college and medical assistant and phlebotomy programs through the department of education after they graduate.	

ACS WASC Category B. Curriculum
Summary, Strengths, and Growth Needs

Summary:

Accelerated Achievement Academy uses Common Core State Standards in both mathematics and language arts, as well as the California State Standards in history and science, as strict guidelines for planning all curricular activities. Several classes and grade levels are in the process of adopting new curriculum. In addition, each student at the school has access to a rigorous, relevant and coherent curriculum. All teachers at Accelerated Achievement Academy are highly qualified and credentialed to teach English Language Learners students. We have a resource teacher, math tutor and an aide that work with IEP students. Freshmen and sophomores are in the process of learning about career opportunities in a Career Explorations class. Furthermore, the juniors and seniors are developing their post-high school plans with the Academic Services Coordinator. Lastly, students and parents have access to student grades 24 hours a day on PowerSchool, an internet-based program. The school has several measures in place to provide support for students including tutorial, after school tutorial, help hours, in-house tutoring and summer school.

The criteria in Category B are at the heart of the identified critical learner needs. We have expanded our course offerings to increase student opportunity for career exploration, preparation for postsecondary education, and pre-technical training, as well as, our support programs.

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

Areas of Strength

    1. Accelerated Achievement Academy's small school setting allows for a more individualized education and support for each student.

    2. Students who stay with AAA over the years (grades 4 through 12) benefit from a cohesive overall focus on academic and career success.

    3. Students have access to college curriculum without having to leave the AAA campus.

    4. AAA broadens the horizons of an at-risk student population so they have confidence to succeed in whatever career path they choose.

Areas of Growth

    1. AAA could benefit from more access to a variety of career fields of interest to its students (automotive technology, cosmetology, etc).

    2. AAA could benefit from increasing the opportunities for students to earn various licenses and certifications (e.g CPR, First Aid, Babysitting, HAM Radio, etc.) before graduating.

    3. AAA could benefit from additional, diverse staffing that more closely reflects the demographic and interests of the student population.

    4. AAA could benefit from a system of following up with graduates and alumni post-

high school.

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
Given the small nature of our school, all students participate in the same academic program which is challenging and meets the state adopted standards and SLOs. Our target population typically has struggled in school and needs additional support. Therefore, our instruction is highly scaffold to allow access by all students. Our small class sizes ensure that all students are more easily monitored for participation. Additionally, students and parents are informed at orientation that our Academic Code states "I am doing a full day of quality work today." It is made clear that students are expected to be active participants in class and will not be permitted to "opt out" of work.	Student-Family Handbook Compact Student Work Samples Class Observations
As is grade level appropriate, teachers provide syllabi that explain course topics and expectations. AAA utilizes a descriptive grade scale based on student progress and achievement that is standard to all classes. The grade scale is outlined in the orientation and then reviewed by the teachers at the beginning of the year. A variety of instructional techniques are used to communicate standards and expectations to students, such as: assignment logs, verbal explanations, games, writing on the board, posters, rubrics and hand-outs.	Student-Family Handbook PowerSchool Assignment Logs. Teacher Handouts Classroom Observation Student Work Samples Rubrics Course Syllabi
Teachers must use multiple teaching techniques in their	MathScore

instruction to meet the needs of our student populations. Teachers provide a great deal of scaffolding and use multiple strategies to provide engagement including technology, art, and modeling.	MobyMax Khan Academy IXL Renaissance Learning Big Ideas Math Online
Teachers differentiate instruction based on student needs, such as ELL and IEP status, in order to provide accessible and challenging work for all students. Students in grade 4-12 receive remedial practice on math concepts during Learning Lab and Tutorial. Additionally, all teachers provide accommodations to work to better meet the needs of students.	Google Docs, Sheets, Slides and Forms Google Classroom Classroom Observation Teacher Handouts Journals/ Notes
All teachers have mobile computer labs, LCD projectors and document cameras in their classrooms. Teachers give assignments for internet-based programs such as Moby Max, IXL or Khan Academy to enhance content learning, provide additional practice or address skill gaps.	
Teachers monitor student progress and determine if re-teaching or extra support is needed based on student performance on classwork and assessments.	

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
Teachers across the curriculum use technology to enhance instruction. In addition to watching relevant videos and documentaries, teachers use slide shows to present information. Teachers also present virtual science labs using the internet. Some math teachers are using the online classroom in our math adoption for student assignments. Some of the math teachers also access several online sources like geogebra.org, IXL, Google Classroom, and Moby Max to enhance their instruction. Teachers also make regular use of designated Chromebook access for student research, writing, and presenting. Utilizing individual Chromebooks, students also access several programs to provide supplemental or remedial support. Additionally, credentialed teachers make use of available online or in person training to keep current in updated software and instructional materials.	Classroom Observation Mathscore Report MobyMax Report Big Ideas Math Student Work Samples Khan Academy IXL Reports & Diagnostics Google Classroom HMH Savvas Realize Quizlet Quizizz Readworks Read Naturally PBS. Learning Media Renaissance Learning Myon Reading Reports Junior Scholastic
Given the target student population, all teachers provide a great deal of scaffolding to make curriculum accessible to all students. For example, when asked to write an essay, students	Classroom Observation Student Work Samples Teacher Unit Plans

are provided support and feedback at each step in the process. The differentiation, scaffolding, and remedial support have resulted in more successful students with increases in individual test scores and classroom performance. Teachers utilize differentiation methodologies, in addition to teacher's editions of curriculum, when creating engaging and differentiated instruction. Teachers structure units and courses in developmentally appropriate ways, in order to foster development and application of knowledge. Teachers give individual instruction and encouragement as needed. This process is facilitated by the small school environment and class schedule. All teachers and staff commit to foster the highest potential in each student. Teachers are aware of current research concerning English Learners and students with IEPs. Teachers accommodate and modify curriculum as appropriate. Teachers participate in professional development activities to enhance their understanding of student learning.	Teacher Help Hours Observation Agenda BTSA Staff Meeting Agendas Tutorial Math Tutoring Specialized EL instruction Employee Handbook PowerSchool Comments Professional Development PLC Notes/documents

Teachers develop units that contain lessons that build upon each other. At various points within each unit students are asked to create knowledge through exploration and discovery. They are asked to communicate that knowledge in various ways including written and oral presentations. For example, in math several teachers provide concept exploration activities prior to teaching the lesson. Students use prior knowledge to explore the new concept and develop conceptual understanding that they must then communicate. Only after the conceptual exploration, do they receive instruction on the new concept.
 	
Students also receive explicit instruction on note-taking,
	Student Work
	   ● KWL Charts
	   ● Choral Responses
	   ● Whiteboards
	   ● Powerpoints/Slideshows
	   ● Journals
	   ● TPRs
	   ● Visuals
	Observation
	Google Classroom
	Powerschool

annotating, close-reading, as well as evaluating internet resources.	
Students are required to apply their knowledge and use reasoning and evidence to support conclusions. Curriculum is based on critical thinking and investigation in both group and individual settings.	Teacher Handouts Student Work Student Essays Interim Assessments Student Journals Big Ideas Math Curriculum
All grade levels regularly use Chromebooks for research, word processing, and the creation of presentations. Students use supplemental online programs for skill building and additional practice of the academic standards and SLOs.	Student Work Renaissance Learning Kahn Academy MathScore MobyMax
Students use the Internet on individual Chromebooks in order to access information networks beyond the classroom. Teachers use primary sources for instruction whenever available. Students are given class instruction on how to identify reliable and unreliable online sources and information. In addition to online sources, students are required to read and analyze current event sources, such as newspapers and credible magazines. Certain classes also listen to daily news as part of the high school history curriculum. Teachers take students on field trips associated with the curriculum. For example, U.S. History students have visited Angel Island in San Francisco, and Earth Science students visit the Robert Ferguson Observatory east of Santa Rosa. High School students have also been able to experience the historical musical, *Hamilton*. 4-6 grades visit either California Academy of Science or the Exploratorium every year. Other field trips include performances at both Mendocino College and Luther Burbank Center for the Arts. (2021-2022 field trips to be determined due to Covid restrictions)	Observation Savvas Realize, HMH, Think Central, Big Ideas, PBS Learning Media PowerSchool Newspaper subscription Scholastic Magazines NPR broadcasting Field trip forms PowerSchool Lesson Plans Yearbook Photographs Facebook Page Senior Slideshow

Seniors and Juniors are required to participate in Child Development class. Juniors and Seniors also enroll in a consecutive Career Planning Success and Human Relations and Business class.	Syllabus Course Description Title 1 Plan Class Schedule Student work
The Academic Services Coordinator helps students enroll in college courses and training programs at Mendocino County Office of Education as well as arranges job shadowing when available. Participation in this program depends on Covid-19 restrictions.	
Many teachers bring in guest speakers to enhance curriculum and tie learning to the outside world.	
High school students are encouraged to volunteer and get work experience, and may earn credit towards graduation.	Student work permit

ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Summary:

A founding principle of Accelerated Achievement Academy is to provide challenging learning experiences to all students. This is communicated in the school's mission statement and in the way teachers hold all students to a high standard.

Accelerated Achievement Academy is dedicated to communicating clear expectations to all students. These expectations operate on two levels: academic content based on the California Common Core State Standards and a focus on post-secondary life, such as independent living skills and being a productive member of society, based on our Schoolwide Learner Outcomes.

Developing expectations is a key part of the teachers' preparations for the year. Based on the California State Common Core State Standards and the SLOs, teachers develop curriculum, syllabi, student hand-outs, and activities to communicate these expectations. By reviewing data such as SBAC test results, STAR Reading/Math quarterly assessments, and other diagnostics, teachers modify goals and expectations based on student needs.

Technology plays a key role in the school. Students in grades 7-10 have Learning Lab as part of their regular schedule where computer skills and activities are provided. All students have access to classroom Chromebook sets, which are used on a regular basis. All teachers integrate technology-based projects into their curriculum. Many teachers use Internet-based tools such as MathScore, MobyMax, Khan Academy, Renaissance Learning, IXL, and Big Ideas online curriculum. Many teachers use technology in direct instruction, such as Google Slides, online videos, virtual labs, and real world resources.

PowerSchool is one of the most effective tools the school uses to communicate expectations and progress to students. On a daily basis, students can see the assignments they are expected to complete in order to ensure their success. This fosters open communication, and encourages students to advocate on their behalf if they do not understand what is expected of them.

All teachers strive to link curriculum to the outside world and get students out of the classroom. All grades participate in annual field trips, such as plays, college and museum visits. Teachers bring in guest speakers from the community. The school has developed community partnerships with several local organizations that provide extra learning opportunities for students. High school students receive credit for volunteer activities and courses at the local community college.

Accelerated Achievement Academy is dedicated to using a multitude of instructional strategies to engage all students and develop and apply knowledge. Teachers have knowledge of current research in learning styles and theories and utilize a wide variety of techniques and resources. Interned and preliminary credentialed teachers participate in the BTSA program, and all teachers are encouraged

to participate in professional growth opportunities.

Teachers use Bloom's Taxonomy and other updated curricular resources to differentiate instruction based on student needs. Teachers communicate these expectations through individual conversations, as well as formal and informal assessments. Students with IEPs can expect to be supported through in-class assistance and small-group activities. English Language Learners are targeted for special ELD support in individual and small-group environments.

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

Areas of Strength

1. Transparency of student expectations and procedures
2. Teacher to student ratio offers more individualized education opportunities
3. Wide range of technology use enhances student accessibility to the curriculum
4. Courses offered cultivate a career readiness culture

Areas of Growth

1. Hire additional staff support to teach additional classes such as culinary arts, music, CPR and First Aid training
2. Broaden school-wide physical education program
3. Strengthen individual needs-driven instruction
4. Provide more mental health student support and instruction

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
D1.1 The staff at Accelerated Achievement Academy uses a variety of assessment tools that reflect best practices in teaching. At this point, the Common Core State Standards have been fully integrated into each teacher's curriculum, and assessments reflect this transition. Teachers focus on reading, writing, and listening across the curriculum as well as an emphasis on the Common Core Mathematical Practices. In the classroom, teachers use a variety of assessment approaches including: multiple-choice, short answer, open-ended responses, and short essays in exams and quizzes. Other types of assessment are commonly used and may include presentations, spreadsheets, research, experiments, interviews, posters, class discussion, exit tickets, and other projects. Additionally, the fifth, seventh, and ninth grade classes use the	● ELPAC ● CAASPP ○ Interim Assessments ○ Comprehensive Assessments ● CAST ● PowerSchool ● Staff Meeting Agendas ● School Dashboard

California Department of Education FITNESSGRAM tests to track student performance in fitness. The Senior level Culinary Arts class relies on a variety of hands-on performance based assessments, and the Senior level Emergency Medical Responder class is assessed through official certification practices.

At the schoolwide level, ELPAC, CAASPP, and IEP assessment data are also analyzed throughout the year to provide feedback to students, parents and staff regarding performance levels. Teachers use the data to focus interventions on the greatest areas of need as well as revise lessons to better meet the needs of students.

Professional Learning Communities (PLCs) have created introductory assessments in mathematics and English courses to evaluate students' skills within the first week of school. PLCs also use interim data from the fall to analyze student progress and see areas of need before the actual state test in the spring. These interim tests are given to grades 4-8 and 11.

Parents have access to student grades on all assignments 24 hours a day, 7 days a week, by logging into PowerSchool, our online student information system. Students are encouraged to access PowerSchool daily to monitor their own progress. PowerSchool has provided students a powerful tool for self-monitoring. Students routinely print PowerSchool information to discuss assignments and grades with their teachers. However, an area of growth would be increasing parent participation in accessing student grades.

Student performance is reported regularly through the gradebook in PowerSchool. In place of the traditional letter grade system, Accelerated Achievement Academy uses the following system: 0-59% No Credit, 60-69% Developing, 70-79% Acceptable, 80-89% is Honors and 90-100% High Honors.

D1.2. Since AAA is a small school, there is one teacher for each subject, so there is natural consistency for what students experience for each subject. PLCs do meet for the subjects of

Science, Math, and English for both Redwood Academy and Accelerated since most teachers work at both schools. Here, for English, teachers meet and discuss how to score writing samples according to a shared rubric. The English PLC consists of Spanish, History, and English teachers. This shows consistency for writing across the curriculum. In the Math PLC, teachers meet and discuss student struggles in the various grade levels. This shows a uniformity amongst Math teachers in their approaches towards student development.	
D1.3. Because of the small size of AAA, most of the student progress monitoring occurs during regular staff meetings, PLCs, or informally throughout the day. During regular staff meetings there is a time set aside at the beginning to focus on students. During this time teachers share concerns for individual students who are not performing well on assessments. Additionally, in subject-specific PLCs, teachers share assessments and patterns across the grade levels. Outside of these meetings, internal reporting of student data is handled by the Academic Services Coordinator who communicates directly with students, parents, and teachers. The Academic Services Coordinator regularly meets with students whose grades indicate that they are not meeting the academic standards, college and career-readiness standards, or the schoolwide learner outcomes. The coordinator also meets with students who have passing grades but have been identified by teachers as at risk for not meeting these standards. Additionally, the tutorial instructor checks students' grades and meets with them regularly on their academic performance. Student advisors also do periodic grade checks to make sure their homeroom class is on track. Consequently, student growth is being monitored by many staff members. STAR Reading and Math tests are given as benchmarks to monitor student growth. Grades 4-6 give these tests each quarter, and the middle and high school give students these tests 3 times a year. Teachers use this data to see how far students have come along with their math and reading skills.	● PowerSchool ● Staff Meeting Agendas ● PLC Agendas ● Board Meeting minutes ● SARC ● State Dashboard ● IXL ● STAR tests ● CAASPP data

This year high school students also take a IXL diagnostic test for Math and Reading so teachers can see how many skills students already have at the beginning of the year. ELPAC, CAST, and CAASPP data are publicly available and are reported to the Board of Directors at their regularly scheduled board meetings. The state dashboard also has data available concerning student growth, suspension rates, and graduation rates for the public to view. Parents and students receive copies of their standardized assessment results. Parents and students can review ongoing classroom assessment results via PowerSchool.	
D1.4. Every year, the school writes a report to the district about how well students perform in their classes. Pass rates, graduation rates, and CAASPP data are included in this report. This assessment of our program ensures accountability so that our charter school can show that student needs are being met. Two years ago, the grading system was changed to reflect new student needs. The grading system was changed so that GPAs could be more easily calculated, since we now have many students now going to community college. Accelerated Achievement Academy uses the following system: 0-59% No Credit, 60-69% Developing, 70-79% Acceptable, 80-89% is Honors and 90-100% High Honors. Every staff meeting begins with an open discussion of students in all grade levels. There are many conversations concerning student struggles and strengths with the curriculum, absences, and mental health issues. From these discussions, new programs are created or changed to better meet the needs of students. This school year, a new student counselor was hired to meet with students on a weekly basis to address mental health needs. Furthermore, the school adapted Wednesday afternoon clubs/enrichment classes to offer a wider variety of activities so students can have new experiences. For grading policies, teachers discuss them informally. These	● Annual Report ● Student handbook ● Staff meeting minutes ● Course catalog ● School calendar

discussions take place frequently. For example, the high school History and English teachers align their absent work policies so students can expect consistency. In addition, the 4th/5th and 6th grade teachers are always having discussions about how they grade students work. Accelerated is in the process of improving the existing career pathway program in the high school. Currently, high school juniors and seniors take CTE courses to help prepare them for post-high school careers. Currently, the senior advisor is also in charge of the College and Careers class (12th grade).	
D1.5. The CAASPP Interim Assessments are used as benchmark assessments and are administered once a year in the fall. However, due to the student demographic and achievement level, there is some discussion among staff as to the importance/ role/ value of interim assessments. Some teachers accommodate their students by using previous grade level Interim Assessments as their students' benchmarks. This seems to work better, because students struggle in taking a test on topics that they have not yet studied in class. Assessment results have resulted in changes in school program offerings, professional development, and resource allocation. This year, new technology was adopted by many teachers to help prepare students for learning in a digital age. Most teachers use Google Classroom and post on-line activities. Students are very familiar with using Google docs and Google slides. Teachers offer a help hour weekly and encourage students struggling to schedule time outside their help hour if they are unable to meet during the weekly help hour. In addition, a mandatory tutorial has been established, which meets twice a week. Students failing classes are required to attend the mandatory tutorial, however, students who simply need additional help may also drop in as needed. Assessment results have also aided in determining EL students who may require ELD instruction. EL students identified as needing additional ELD instruction are pulled out during non-core class time and	● Course syllabi grading policies ● CAASPP Interim Assessments ● Course-Specific Assessments ● Mandatory Tutorials ● EL Pull-Out ● Weekly Help Hour Offerings ● PLC Meeting Agendas

either provided one-on-one or small group assistance. Additionally, an instructional aid provides small group support to students struggling in grades 4-6. The Academic Services Coordinator position was a result of the need for more close monitoring of student progress and an increase in student focus on post-secondary plans. However, the impact of most assessment results is not systemic because each grade has one class and unique needs. Rather they are localized within the classrooms. Staff has attended ERWC trainings, NEH (National Endowment for the Humanities) trainings, and Stanford Online Teaching program (summer 2020) based on self-assessed need in those areas. This year, teachers are also focusing on Teaching Like a Champion activities to help students readjust to being back in school in-person after a year of distance learning. Teachers have been put into groups and are focusing on specific strategies that they will share with the rest of the staff.	

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 teach

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
D2.1 All students are formally assessed at the beginning of the year using Renaissance Learning, STAR Reading tests. Students in grades 4-12 are also assessed using STAR Math. The results provide teachers further data as to each student's reading and math proficiency. Reading goals based on the student's Zone of Proximal Development (ZPD) are set for each student per quarter. Students must read and take assessments on books to meet their goal. Teachers can review and monitor student progress towards their goal using Accelerated Reader reports. Math data is used to determine what remedial instruction is necessary both in class and through computer software. IXL Diagnostic tests in the high school are also given for the subjects of Math and English at the beginning of the year as a diagnostic. Teachers use this data to inform their teaching practices at the beginning of the year. Grades 4-6 also give a "placement" test for Moby Max for Math and English at the beginning of each semester. This is helpful to identify the areas of need at the beginning of the year, and then to see student growth halfway through the year. These students also use this program on a nearly daily basis. Teachers use the data from this program to help them target struggling students. Classroom based assessments using teacher generated or	● Syllabi ● Rubrics ● Course outline ● Study guides ● Quizzes ● Tests ● Science labs ● Summaries ● Renaissance Learning (STAR Reading and Math) ● Moby Max ● Curriculum

publisher generated tests are conducted regularly. All these assessments are aligned with the CA state content standards and/or the CA Common Core standards. Teachers also use individual work, group projects, portfolios and class readings to assess students' progress on these standards. Collaborative projects in the different courses give students a more creative format for showing their knowledge of subject matter.

In addition to in class assignments, online tools are widely used at Accelerated Achievement Academy for purposes of assessment. With the implementation of our one to one computer program this year we have been able to further integrate technology into the classrooms. All students use Chromebooks in their classes for digital assignments and assessments including presentations, spreadsheets, essays, classroom tests, and state tests. In the majority of cases these have proven a very effective way to provide assignments and assessments that can be quickly evaluated by teachers. Grades 4-5 and 8 also use Typing Club, which teaches students how to properly type. Teachers use this data to improve their efficiency in typing.

Student work (class work, group and individual projects, quizzes, tests) is collected and evaluated regularly to demonstrate student achievement of relevant standards. Student work is monitored for understanding, and reteaching occurs when need is demonstrated. Classroom instruction is determined based on student needs - regular checks for understanding determine how and whether or not the lesson moves forward.

Students' grades and progress are determined based on all assessments and work generated during class. Teachers are able to run reports showing individual student progress in one class or all classes as well as students with missing assignments. Struggling students are targeted for extra support whether that is additional one-on-one instruction, small group support, or after school tutorial.

Examining student work from across the campus reveals that students are learning the concepts, ideas and skills set forth in the academic standards, and the SLOs. Students also participate in the CAASPP Interim Assessments as a benchmark tool. Because Accelerated Achievement Academy serves a student population that is predominantly below grade level, these online tools provide the school and individual teachers with valuable information on which standards (at and below grade level) students have mastered. PLCs also use this data to specifically choose standards to focus on. For example, the English PLC has been working on creating different listening activities, since students consistently score lower in this area on the interim tests. The ELD teacher tests EL students at the beginning of the year using the IXL English program. These students are given additional pull-out time with the teacher to better assist them in meeting the standards and performing satisfactorily in curricular assessments.	● Student Work ● Collaborative Projects ● Moby Max ● Typing Club ● Renaissance Place ● PLC Meetings ● ELD teacher
D2.2 Student feedback and input is used to monitor student progress and to adjust teaching. Student performance on assessments and less formal in-class work is used to modify teaching styles and perform reteaching as necessary to ensure student progress on relevant standards. Students report being asked informally in class regarding their comprehension. Some teachers use student learning-preference surveys at the beginning of the semester to determine learner needs. Students who seek help are offered tutoring, which often takes place after school during the teacher's "office hours." There is also Math tutoring which takes place during lunch with a specific Math tutor. Many teachers offer retake options to improve performance and comprehension of standards. Students with special needs attend their own IEP meetings to advocate for their needs and provide team members with feedback on their education. Students with 504 also advocate for their curriculum modifications.	● IEP Meetings ● Class Discussion ● In-Class Assessment

All teachers use informal class and individual discussions to clarify immediate and long-term expectations. They are constantly monitoring student achievement. And student feedback, both successes and struggles, gives the teacher the opportunity to adjust teaching styles and content presentation. Teachers often provide feedback to students through PowerSchool. Many teachers leave comments with directions on how to make up missing work, or why the student achieved a certain score. Students are also alerted on which assignments are incomplete or missing. Tutorial teachers can then print out these grade reports to help keep students on track. Teachers also provide feedback on the assignments themselves. This can either be on paper, or on Google Classroom. For writing, teachers use Google Docs to write specific comments on how the assignment can be improved. Students can view this feedback to revise and edit their work. Lastly, teachers also provide verbal feedback to students one-on-one, usually before or after class. Teachers pull aside the student to discuss any issues that might have occurred, and to let the student privately voice their feelings. Teachers then create a plan with the student concerning how to improve their performance.	

ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Summary:

Accelerated Achievement Academy uses assessment to monitor progress and inform curriculum and instruction through a variety of different avenues. The staff uses a variety of tools to formally assess student progress including CAASPP testing, STAR Reading/Math, Moby Max, IXL, and CAASPP Interim Assessments, in addition to classroom projects and assessments. All of these allow teachers to revise curriculum and instruction to better meet the needs of the students. These benchmark assessments are given throughout the year, especially at the beginning of the first and second semesters to view student progress and modify curriculum as needed.

Due to the small size of Accelerated Achievement Academy the task of analyzing assessments amongst the staff is done primarily during staff meetings, PLCs or informally throughout the day. The staff has the ability to meet once monthly during which time they are given dedicated time to discuss student issues and concerns. In addition, depending on which part of the campus staff is located they have the ability to discuss student issues and concerns daily with their peers, which can also be done through the use of company email. The layout of Accelerated Achievement Academy's campus does prove to be a bit of a hindrance because it is so spread out, making immediate face-to-face communication impossible in some cases.

Accessibility to grades, course information, and basic student information is available to students 24 hours a day, 7 days a week. Students are extremely familiar with PowerSchool and they are encouraged daily to monitor their progress in classes utilizing PowerSchool. In addition, student progress is monitored by multiple staff. Students and staff routinely print grades and assignment information from PowerSchool. All individual CAASPP results are mailed to parents. School wide data is included in both the SARC and the Annual Report which are submitted to Ukiah Unified School District. There is a need to increase parent involvement and participation in accessing student grades.

Accelerated Achievement Academy teachers utilize assessment results and data to modify curriculum as needed to meet student needs.

Overall the criteria outlined is being met by Accelerated Achievement Academy, however, it would be beneficial to students and staff to have one campus in which staff can work more closely and often to informally review student assessments and progress. It would also provide for increased collaboration on integrated assessments and teaching strategies.

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

Areas of Strength

1. Class Size: Smaller class sizes allow teachers to give more individualized instruction and student feedback on assessments.

2. Choice in Assessments: Accelerated gives teachers freedom and flexibility in creating optimal assessments that are tailored to their classes.

3. PowerSchool: Students, parents, and school staff can access student grades and teacher feedback 24/7.

4. Technology: Accelerated is a one-to-one campus with a Chromebook for each student, which allows teachers to create digital assessments.

Areas of Growth

1. Math performance: According to the CA dashboard, Accelerated is in the "orange," meaning that Math performance can be improved. However, Accelerated is currently on par or performing better in math than the local high school.

2. Attendance: Chronic absenteeism is a problem for Accelerated. This seems to be especially true after the last year of distance learning.

3. Campus Layout: It would be better if the campus was centralized so that teachers and students could meet in one area.

4. Lack of parent involvement: There are a variety of reasons for why there is a lack of parent involvement at Accelerated. Many parents are either unable or unwilling to participate in the education of their children.

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
Prospective students and a responsible adult must attend a new student orientation where the Principal of the school highlights the learning and behavioral expectations of the school for the student. These orientations are provided in both Spanish and English. Parents are involved in School Site Council. The council meets three times a year to discuss school testing and survey data, review the WASC Action Plan, review and approve the LEA plan, SPSA, and Title I Parent Involvement Policy. The school has an open-door policy which encourages parents to stop by and observe the classroom. Parents are encouraged at orientation to call with any concerns or questions. A Spanish/English bilingual office clerk is available part-time at *Accelerated Achievement Academy*. During her off hours the office manager at our sister school provides services to our Spanish speaking families. Individual Education Plan meetings involve staff members, parents and students to ensure collaboration in the education of students with identified disabilities. A bilingual staff member is present at these meetings as needed to ensure that communication to those Spanish speaking parents is clear and understood to help students with special needs meet their individualized goals.	Orientation Slideshow School Calendar School Site Council Agenda Student- Family Handbook Upcoming Events Flier Teacher Webpages, Staff email, Google chrome email PowerSchool Quick Lookups Ukiah Daily Journal Articles

The school has two *Showcases* each year, one per semester. These events provide an opportunity for the parents to come to their child's classroom to meet and interact with the teachers. They also are provided the opportunity to be involved in participating in several interactive activities with their child to experience and support what the child is learning in that class. Through these activities, the students and parents can interact with the teacher, become aware of their child's needs or mastery of a skill and collaborate with teachers for future opportunities.

Accelerated Achievement Academy prepares three Honors Assemblies per year; one after each of the first three quarters. They include presentations from students regarding what they have learned during that quarter. In addition, attendance, leadership, character and achievement awards including Honor Roll are presented to the students. Parents are encouraged to attend, and they can pick up their students report cards at the event.

The Academic Services Coordinator leads seniors in organizing one Family Fun Night event each year. A second Family Fun Night is organized by our sister school's senior class. Both schools are invited to the events. This is an opportunity for families, friends, students and staff to interact and have fun in an informal way. These events support the need for the school community to spend time together in less formal ways.

Each teacher and staff member has a current webpage located on the school's website. This webpage includes information about the staff member, his or her e-mail address, and links to resources helpful in their class. Teachers check their e-mails several times a day to make sure they are up-to-date on staff and parent communication.

All teachers use PowerTeacher, an online grade book, which allows the teachers to communicate up-to-date student progress to parents and students 24 hours a day. PowerTeacher

also allows the teacher to link notes or suggestions to students and/or parents onto individual assignments. For example, if the student has a 0 in the grade book, the teacher can link a note of missing or late to the assignment so the parent and student knows why the grade is a 0. Students and parents access the information through the student information system PowerSchool. *Accelerated Achievement Academy* attempts to make the community aware of its events and opportunities at our school by publishing events and highlights in the local paper, the Ukiah Daily Journal. Twice a year the school pays to publish an article in the education edition. Additional attempts are made to publish information about our school, however, the Journal is not very responsive. All school events are published on a calendar sent to the parents at the beginning of the year. Parents also receive quarterly reminders of upcoming events with student grades. In addition, the staff posts notices on the school's Facebook page and send automated calls.	
The school utilizes the talents of its community by having guest speakers come and speak to the students regarding a multitude of subjects including careers, sexual health, and community programs. In addition, two community CTE instructors now offer Emergency Medical Responder and Culinary Arts classes to the seniors. Upon completion of the class, the students will earn an EMR certificate. The Academy has, when available used the resources of the Mendocino College career fair to introduce and motivate students to collect information needed to pursue a career choice in the area. Local employers are present to recruit and inform students of the requirements for their field of interest. The school also works with Mendocino County Office of Education to provide career and training awareness to the senior class.	Title I Plan Redwood Region Logging Conference form Field Trip Permission slip Elective Slip Class schedule

Students in grades 4, 5, and 6 routinely participate in "education day" for the Redwood Region Logging Conference. Teachers will request for experts in the various fields to visit the classroom to enhance the educational opportunities surrounded by this community event which is to be held this year on March 17th. The school partners with a local dojo to provide Karate in the after school elective program. It is also partnering with a local Zumba instructor and the local bowling alley to provide those after school electives also. The Academic Services Coordinator has work with the local hospital to offer job shadowing for students interested in the medical field.	

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
Each day every student in grades 9-12 (grades that are not self-contained) meets for an advisement period first thing in the morning. This period provides a safe and respectful environment during which students have time to meet with the same adult on a daily basis. It also helps build relationships in a class and reiterates the need for respect for each person in the class, and thus the world. The school provides a handbook for students and parents that list key procedures and policies. Many of these procedures and policies are enacted in order to provide a safe learning environment for the students. For example, the school adheres to a strict dress code to evade gang clothing/affiliations. There is a zero-tolerance policy at the school for weapons, drugs and alcohol. Guests must obtain a visitors pass at the office so that all non-identified adults can be identified. All students and parents are asked to read the handbook at the beginning of each new school year. Advisement teachers and self-contained teachers review the handbook during the first week of school. The staff members of the school model safe behavior for the students, so the students are able to see what a safe and responsible adult looks like if they are lacking a role model.	Class Schedule Student-Family Handbook Employee Handbook ABC Procedures List of designated staff for first aid and CPR Safety Procedures Campus Aide Schedule Custodial Services Seating Charts Health Posters Student Awards MCOE filters Go Guardian

Each adult wears a uniform to identify themselves as a staff member to the students. Being located on the fairgrounds means there are often non-school staff near our classrooms. Also, the multiple locations means not all students may know all staff members. The uniform is an easy way for students to identify a staff member.

Staff members are expected to be available after school until 4:30 p.m. for all students. Students are treated respectfully, even when disciplined. All staff members use the same call for attention. "May I have your respectful attention on the count of three? One. Two. Three." All staff members are required to read the Employee Handbook at the beginning of each year and sign it, agreeing to be compliant.

All staff members are expected to be prepared to respond professionally to all situations in class. On site staff is certified in first aid and CPR as well as two are trainers in first aid and CPR. There is also a first aid kit in the office and rubber gloves throughout the classrooms. Many staff members have attended training on how to recognize and treat a diabetic emergency.

The staff has multiple school wide policies for different safety precautions, such as intruder policy, intruder drill, fire and earthquake drills, etc. Each staff member is also trained by the fire department in the proper use of a fire extinguisher. Furniture is secured for earthquake as appropriate.

The school employs trained and equipped safety guards for crossing the street before and after school. All employees are trained in crossing guard procedure. After an incident involving one of AAA's students, administration contacted the city and was instrumental in getting a flashing light at the crosswalk to better safeguard students while crossing.

The school employs after school custodians to clean the bathrooms and vacuum the rooms. In keeping with a staff agreement, at the end of each day, all trash and recycling bins are emptied by the students. This teaches the students healthy

habits for cleanliness and responsibility, and has reduced general campus litter. Additionally, the school has a maintenance team that works to ensure the facilities are in good repair and that the campuses remain free of litter. The majority of staff members utilize seating charts for classroom management, ensuring the success of all students, and providing a safe and easily manageable classroom. Seating charts are available when substitutes are needed ensuring consistency in student expectations. The school has posters regarding healthy habits for the students, especially on hand-washing techniques. Students are given awards for their achievements, showing respect for their hard work and random acts of kindness. The use of the internet is monitored closely. The school receives its internet services through the local county office of education. They have filters in place to ensure web sites visited are appropriate for the student to experience. Teachers may enter a password to bypass the filter if needed for YouTube videos, for example. Additionally, the school has added another layer of filtering and monitoring called Go Guardian. The Technology Coordinator and Principal may view the students' search history even if the student erases it. Teachers can monitor students in real time by viewing the students' screens on their computer. All facets of the internet can be controlled by this feature. Students have school Google accounts, including email. These accounts are set up so they may only communicate within our network. They cannot communicate with the outside world using school email accounts.	
The school has a behavior code that states "all students and all staff will respect themselves, others, and things at all times, in all situations." Students and parents are made aware of this	Observation Orientation slide show Student Family Handbook

code at the orientation and during the first week of school. Respect is the foundation for all interactions at our school. All students know that we expect respectful behavior and hard work. Students often comment upon first attending our school that we have higher expectations for behavior and work than they are used to. The staff works to foster a family or team environment within each grade. Because students are with the same group all day, they learn to be very respectful and accepting of differences among them. Often students who would have nothing to do with each other because of different interests or cliques at a larger school become friends here. Additionally, staff is routinely making personal connections with students and providing informal counsel to students. These conversations range from issues with friends to academic struggles. The staff prides itself on being aware of our students' social emotional state as that is a major contributing factor to student success. Out of our desire for student success, teachers and the principal are highly accessible to assist students with work or other needs. Staff attends IEPs as necessary to collaborate and consult on the services and supports for special education students to assist them in accessing the general education curriculum. Recognizing the increased diversity of our students, specifically the Hispanic students, translation services are available in print and/or in person at school meetings.	
Frequent, open communication fosters an atmosphere of trust, respect, and professionalism with the parents. The website has all contact information, mission statement, student handbook, staff introductions and a PowerSchool portal so families can check grades. Parents can easily monitor student progress and are treated as partners in their students' education.	Observation School Website PLC Meeting Agendas Staff Meeting Agendas Behavior Code

The school encourages parents to communicate concerns whether in formal meetings, phone calls or spontaneous conversations. The staff is highly responsive to parent concerns addressing any issues immediately. The staff maintains an open dialogue with parents about their child's success or struggles. The majority of parents responding to surveys are satisfied with the school and its management.

There is a positive working relationship and mutual respect among staff. Collaboration between teachers is excellent to support each student, identify interventions that are successful and share successful teaching strategies for target students. The relationship between the staff and management is one of a team. There is not an "us versus them" mentality at all.

Intervention and discipline policies stress respect and personal growth for students; building and nurturing respectful attitudes and trust is evident in quieting routines, corrective language and in the general classroom environment.

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
E3.1. Academic Support Strategies for Students: Given the size of the school, AAA does not have many of the personnel found at larger schools. However, it has built a list of community resources to refer parents when in need of personal counseling and health services for their child. Additionally, the school makes referrals to local organizations, Tapestry and the Mendocino County Youth Project, which provides mental health services to youth. Also, school psychologists and speech therapists are provided to students with disabilities through our agreement with Ukiah Unified for Special Education services. New to AAA, a student counselor has been contracted to provide mental health services to students 1 day a week. The school has developed a functioning Student Study Team process for intervention and support for struggling students. When necessary, students are referred to the Resource Specialist for Special Education evaluation. Teachers meet with special education staff to discuss	Community Resource List SST Forms Teacher Credentials Class Schedule Summer School Form ELD Schedule Aide Schedule Academic Services Coordinator Job Description Teacher Help Hours

accommodations and modifications for Special Education students both formally during annual IEP meetings and informally on an ongoing basis.

AAA teachers are all credentialed to teach English-Language learners. The school uses the online resources MathScore, Khan Academy, MobyMax, Typing Club, Edgenuity, Quizlet, Kahoot, PhET, Renaissance Learning, Skype a Scientist, MyOn, and IXLwhich provide individualized practice based on the student's performance level.

The school offers Grad Path, a program designed for course recovery for students deficient in credits as well as providing options for completion of graduation requirements early for interested students. This class is taught by a credentialed teacher.

Tutorial is built into the school schedule as well as after school to support students who need extra time and help to stay on track. The resource teacher is available during this time to help students in his caseload.

Each teacher offers an additional help hour after school once a week for students in need of one-on-one support. Math tutoring is offered 4 days per week during the lunch hour.

The school also offers summer school for students in need of skill building and course recovery. All summer school classes are taught by credentialed teachers.

The school has a part-time school counselor and also employs an Academic Services Coordinator (ASC) to meet with and assist students with their academic success and post high school choices. Students are informed about the many available training, and community or state colleges from which to choose. We are now offering an Early Education Career Technical Education (CTE) pathway, as well as a dual-enrollment course, Career Planning Success and Human Relations in Business to all juniors and seniors. Field trips, online college and career options, and guest speakers virtual

and in-person round out the varied methods in delivering this information. The ASC also steps in from time-to-time when the principal is not available to address discipline issues. The school also offers small group support to struggling students in grades 4-6. As well as ELD instruction by a credentialed teacher to EL students in the form of a small group pull out.	
E3.2. Multi-Tiered Support Strategies for Students: Due to the small class sizes, teachers are the initial identifiers of struggling students based on in class assessments. The Academic Services Coordinator identifies high school students who are struggling in multiple classes. As a small school we have limited interventions, but all struggling students are referred to these interventions. Teachers discuss struggling students at staff meetings to collaborate on classroom based interventions as well. Teachers also use the Interim CAASPP assessments to assess student achievement. Additionally, STAR Reading and Math assessments are used to assess student achievement in the areas of reading and math. All interventions are aimed at increasing students' attainment of the academic standards and SLOs. As a small school there is little flexibility in the class schedule. Students are enrolled in a prescribed schedule. Once students reach the junior and senior year, there is some flexibility with the last period of the day in which Grad Path and the dual enrollment program are both offered. Struggling students, who are not on track for graduation, take a Grad Path (three class sessions per week) to work on credit recovery. In addition, students who wish to graduate early are allowed to work within the Grad Path class to earn credits toward graduation. Students who fit neither of these two categories, may leave early only after they have completed 2	Class Schedule Aide Schedules Teacher Help Hours ELD Schedule Academic Services Coordinator Math Tutor

college courses and only if they have a job, are volunteering, or are participating in the dual-enrollment program. They may also stay on campus and be a student aide. Additionally, students struggling or needing course recovery are required to take summer school. The Academic Services Coordinator also works with the Students Activities Group to create student-driven assemblies and activities for the entire school body. All support services are directly connected to assisting students in meeting the academic standards and SLOs. Our student population needs at school support for completing work outside of class. Therefore, the school has dedicated resources to in school and after school tutorials where students can receive additional help to reach the academic standards. The school has also allocated resources to a part-time ELD teacher to support our EL students. It became clear that students needed more monitoring of their progress toward meeting graduation requirements and creating post-secondary plans so the school allocated resources to create the Academic Services Coordinator position.	
E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: Given the small school and class size, teachers are very involved with each student and how they are progressing. Students who are struggling are encouraged to utilize after school tutorials as well as after school teacher help hours to receive 1:1 or small group instruction. A student study team may be held if further support is needed, or in some cases a referral to Special Education may be made. They also receive additional support from their tutorial teacher and increased monitoring by the Academic Services Coordinator, depending on the grade level. Parents are notified in writing and over the phone of concerns with student progress. In grades 4-6,	Class Schedule Aide Schedules Teacher Help Hours ELD Schedule SST Forms IEP Referral Form Academic Services Coordinator Job Description Observation Job Description Staff Meeting Agendas STAR Assessment

parents meet with the teachers twice a year to discuss their child's progress. Students who still do not meet the academic standard by the end of the year are required to attend summer school. Occasionally, however, students are retained. Teachers use a variety of curriculum and teaching strategies to make the academic program accessible to all students. Any junior or senior who is interested in graduating early, and is on track toward graduation, can accelerate through classes with the help of the Grad Path instructor. Likewise, students deficient in credits can make up credits in Grad Path.	Reading and Math Assessments CAASPP Interim Testing Class Schedule Summer School Form Student Activities Group
E3.4. Co-Curricular Activities: The staff takes particular care to make sure that academic standards are being covered in daily lessons and activities. The school offers co-curricular activities that integrate academic standards as well as the SLOs in indirect ways. Bi-weekly assemblies by their very nature give students the opportunity to practice both speaking and listening skills, while giving them practice in socially acceptable behavior. Bi-weekly enrichment activities enhance students' personal knowledge in areas such as cooking and baking, art and creative outlets, team sports, etc. 9th graders participate in the CTE Pathways Career Exploration Program. Both 11th and 12th graders explore a variety of different college and career associated topics within their Advisement classes which take place daily for 40 minutes. During this time students learn, assess, and research topics such as personality type, translating their passions into careers, career opportunities, post-high school education, cover letter and resume writing, how to complete an application, finding jobs, etc.	PLC Meetings Community Assemblies Schedule Enrichment Schedule Enrichment List Field trip Forms Class Schedule Electives Form After School Program Form After School Tutorial Letter

Field Trips expand students' knowledge of the world. Annual field trips include the Exploratorium, the California Academy of Sciences, local colleges, performing arts centers, and places of business. High school students are encouraged to volunteer, attend the local community college, or seek a job. Staff is eager and ready to assist them in their search, application completion, and offer guidance. After school electives are offered four days a week immediately after school and last for 50 minutes. All students in grades 7-12 are offered these electives, no prerequisites are required. The electives include academic, fitness and independent living focuses. Students in grades 4-6 may enroll in an after school program which is offered four times a week at the same time as the electives. This program offers both a focus on academic standards in the way of after school tutorials and a focus on art, fitness, and computer skills.	
E3.5. Student Voice: Students in grades 8-12 have an advisory period and grades 4 - 7 have homerooms where they are encouraged to participate in school-wide decision making. Students are encouraged to talk to the principal and staff members about any issues or concerns they have regarding academic or emotional issues and are able to submit an anonymous tip through our website. Students also may email staff. Various student surveys are sent out to the student body throughout the year allowing students to voice their opinions and participate in school-wide decision making. The Student Activities Group plans for social activities that excite students and foster a sense of community. Students also nominate other students for "Random Acts of Kindness" awards. Students get to join different Enrichment clubs of their choosing, allowing them to get to know different staff members and students in different grades.	Student Surveys Student Issue Alert (Somebody needs help form) Random Acts of Kindness Website Tip Off Report Anonymous Bully/Harassment Report Enrichment Clubs

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Summary:

Accelerated Achievement Academy employs a wide range of strategies to encourage parental and community involvement in the students' learning and the teaching process. Perhaps the best example of parental involvement comes in the form of the electronic gradebook, PowerTeacher, and student information system, PowerSchool. This online resource provides up-to-date information on the academic progress of each student. It allows parents continuous access to their children's grades. It also provides a means for teacher communication to the parents and students regarding individual assignments and grades. Teachers can give students and parents comments on assignments to review and consider for future use. This enables students who go on short term independent study the ability to see assignments entered in real time. In addition, teachers enter upcoming assignments and the dates on which they will be due; the parents see these and can reinforce the due dates at home.

 The school provides many opportunities for parents to visit the school and its teachers, and celebrate the achievements of their children. Parents are encouraged to visit during Showcase twice a year when students have the opportunity to demonstrate what they are learning. They are also encouraged to attend the monthly Community Assemblies where students make presentations to the student body and the school community. Parents also have the option to attend the School Site Council meetings to receive up-to-date information on the school and to discuss various issues. There is always the opportunity for input from the public and the greater school community at these meetings. There is an open-door policy at the school, for parents to drop by and share in the awesome learning experience, participate in class presentations, or witness their child present. Teachers check their e-mails several times a day, and have an up-to-date webpage located on the school website. Parents receive home-mailings with vital information, and teachers send home PowerSchool printouts for review as well as email and call parents with student progress.

The school involves the community in a variety of ways. It publishes two articles per year updating the community on the school program. The school partners with several local businesses to provide electives to students as well as job shadowing and certification programs.

Accelerated Achievement Academy's affirmation establishes the expectation that the school is emotionally safe. We believe that students learn best in an environment free from bullying, conflict and altercations. The school provides a period called Advisement for its students to have daily access to a competent and caring adult. In addition, all staff work to create personal bonds with students. These bonds result in students regularly approaching staff when they are struggling with personal issues and need support or help. The school also recognizes its community and the dangers in its community, and works to keep those dangers outside of the school walls. Specifically, the school has taken many steps to keep all gang affiliated material outside of the school so all students will feel safe.

The school works tirelessly to improve upon itself and keep high expectations for its students. Starting with its teachers, who are all highly-qualified, the school provides an atmosphere of respect and professionalism. Each teacher wears either a name tag or a school embroidered shirt and is an exemplary model of the behavior and dress code as stated in the school's handbook. Teachers use a seating chart based on room safety and the optimal performance of each student. This student performance is acknowledged at the end of each quarter by an Honors Assembly. Each staff member is trained in safety procedures of the school including fire drills, intruder alerts, etc. In light of recent pandemic alerts, the school is promoting healthy habits, such as ABC hand-washing. These habits are noted by the posters on the walls.

Accelerated Achievement serves a diverse student body and recognizes the differences between and strengths within each student. During class time at the school, students will receive standard-based instruction which can be proven. Staff members have monthly meetings to discuss different student needs and possible collaboration to enrich student learning. The students receive additional support through tutorial, help hours, SES, and pull-out services. The school also provides co-curricular activities tied to the academic standards, and SLOs including Community Assemblies, Enrichment, Electives, and field trips.

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

Areas of Strength

1. Small class sizes, means students stay with one group of students all day, allows for team-building, bonding, more personalized interactions between students.
2. Student/staff relationships - small class sizes also allow for more personalized interactions between students and staff. Students get to know certain staff members well and feel comfortable sharing with those staff members.
3. Interventions - Staff is more aware of when one student is struggling both academically or social-emotionally and they can work together to intervene and get the student back on track.

Areas of Growth

1. Limited access to a variety of different course offerings, specifically as it relates to extra curriculars.
2. Limited access to technology and Internet in student homes.
3. Increase SEL curriculum.
4. Reestablish cultural activities
5. Continue to develop sister school activities to increase opportunities for enrichment and relationship development.
6. Increase positive reinforcement for behavioral issues.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- AAA would benefit from formalizing and improving its Multi Tiered Systems of Support to address the behavior, attendance, social emotional health and academic performance of students in a post distance learning era.
- AAA needs to focus on rebuilding a positive school culture in a post distance learning era.
- AAA needs to continue to explore ways to expand the course offerings within the school school environment specifically around career exploration and CTE.
- The school would benefit from a centralized campus.

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.

MTSS

AAA does not have a systemic tiered intervention program in place across all areas. The school does have support systems in place to help students both at the class and school level with their academic performance including tutoring in school and after school tutoring with the teachers as well as grade monitoring by the Student Services Coordinator. However, the school does lack multiple supports for behavior, social-emotional health, and attendance.

Positive School Culture

AAA has had a positive school culture generally, but distance learning has negatively impacted the culture. With the addition of the safety protocols in place for COVID, many of the activities used to build school culture are prohibited or modified making it more difficult to build a positive school culture. Additionally, AAA students often have negative views of themselves and their ability. The staff understands that establishing a positive school culture is critical to the success of students and the school. The harm done by distance learning requires the school to prioritize the rebuilding of the school culture by not only continuing activities that helped build school culture prior to the pandemic, but develop new ways to rebuild the school culture.

Course Offerings

AAA expanded course offerings as part of the last self-study. The school is always looking for ways to offer more, but this is hampered by the fact that AAA is a small school with limited staff. It is also hampered by the decreased enrollment the school is currently experiencing. Additionally, the school is currently focused on using additional funds to support the social-emotional health of students by providing a part-time counselor, and to support their academic needs by employing two tutors to help in class. Finally, with the teacher shortage it is challenging to find qualified staff to teach additional classes. The school lost its CTE teacher in June, and has yet to receive any applications. Thankfully, the school had another CTE teacher that was able to offer a different CTE class.

Facilities

AAA could benefit from improved facilities. Currently, AAA occupies a store front, three buildings on the adjacent fairgrounds, and some of the classrooms at its sister school, Redwood Academy. Some students must walk back and forth between Redwood and Accelerated to attend different classes because the schools share teachers. Students needing assistance from the office or who are sent to the office have to walk from the satellite locations (5-10 minutes away) to the office. The separation also has an impact on school culture. Over the years the administration has investigated various options for the development of a campus. However, options are limited by several factors. First the school must be in close proximity to Redwood Academy because the two

schools share teachers and support staff. There are limited land opportunities available close enough to Redwood and no storefronts large enough. The second hurdle is budget. With the current decline in enrollment, the school has to ensure it can afford the costs associated with purchasing and developing land. The school has identified a piece of land that it may be able to rent and develop on a long term lease. The school currently has a realtor investigating that opportunity. Renting the land and classrooms may be more affordable because the school receives an reimbursement for 75% of its facilities costs when renting. The school has built a healthy reserve, some of which can be used towards land development, and has set aside ESSER III funds to improve the school campus. The school will continue to pursue its goal of one day being on a united campus.

Chapter V: Schoolwide Action Plan

A. **Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**

B. **State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan**.

C. **Describe the school's follow-up process, ensuring an ongoing improvement process.**

Goal #1: Develop and implement a systemic Multi-Tiered System of Support plan.

Rational: Self-study findings indicated students would benefit behaviorally, social-emotionally, and academically from increased interventions.

LCAP Goal Alignment:

1. Improve the school's average score in ELA and math as measured on CAASPP to be above state average.

2. Increase number of students with a post-secondary career plan.

3. Increase the rate of unconditional promotions to the next grade

4. Foster a positive school climate

SLOs: All

Activities	Metric	Responsible Staff	Timeline
Identify and classify current interventions, by tier.	Document	Principal, Teachers	Fall 2022
Complete MTSS training	All teachers and admin complete training	Principal, Teachers	June 2026

Identify and implement additional interventions	Ongoing revisions to plan	Principal, Teachers	Ongoing
Include SEL curriculum in Advisement.	Curriculum implementation	Principal, Teachers	Fall 2022

Goal #2: Rebuild the school's positive culture.

Rational: Distance learning negatively impact the school culture. The staff needs to spend dedicated time focused on rebuilding the school culture to positively impact students.

LCAP Goal Alignment:

1. Improve the school's average score in ELA and math as measured on CAASPP to be above state average.

2. Increase number of students with a post-secondary career plan.

3. Increase the rate of unconditional promotions to the next grade

4. Foster a positive school climate

SLOs: All

Activities	Metric	Responsible Staff	Timeline
Provide training on building positive classroom and school culture.	Training participation	Principal, Staff	Ongoing
Provide dedicated time for teachers to plan both classroom and schoolwide activities focused on improving culture.	Schedule	Principal, Staff	Each Fall

Establish annual field trips focused on team building such as ropes courses, overnight camps, etc.	Trips	Principal, Staff	Ongoing

Appendices:

A. Local Control and Accountability Plan (LCAP): This includes a five page summary at the beginning of the plan. The district LCAP is posted on each district's website; provide link

B. Master schedule

C. California School Dashboard performance indicators

D. School accountability report card (SARC)

E. CBEDS school information form

F. Graduation requirements

G. Budgetary information, including school budget

H. Glossary of terms unique to the school.

Appendix A LCAP

The LCAP is available at https://caredwoods.org/files/user/13/file/AAA%20LCAP%202021-2022.pdf.

Appendix B Master Schedule

Accelerated Achievement Academy Teacher Assignment Schedule 2021-2022

Elementary:
Grade 4: **Language Arts 4, California History 4, Math 4, Integrated Science 4**, **Tutorial/Fitness**   S. Allen
Grade 5: **Language Arts 5, US History 5, Math 5, Integrated Science 5**, **Tutorial/Fitness**   S. Allen
Grade 6: **Language Arts 6, Ancient Civilizations 6, Math 6, Integrated Science 6**, **Tutorial/Fitness**   M. Singleton
Grade 7: **Language Arts 7, World History 7, Math 7, Integrated Science 7**, **Tutorial, Learning Lab/Fitness**   M. Schott

Time	8 Elem	9 HS	10 HS	11 HS	12 HS
Advisement MTWTF 8:00-8:40	Advisement Martin Chico	Advisement Sawyer Galileo	Advisement Fultz Da Vinci	Advisement Decker Keller	Advisement Anderson Gandhi
Period 1 M W F 8:40-10:05	Language Arts Martin Chico	Tutorial Bevilacqua Gandhi	English 10 Fultz Da Vinci	CTE Decker Keller	CTE Decker Keller
Period 2 M W F 10:15-11:40	Math 8 Consterdine Davis	Intro to Integrated Math Sawyer Keller	Integrated Math I Keast Harvard	Integrated Math II Esau Amherst	Tutorial Bevilacqua Gandhi
Period 3 M T Th 12:20-1:45 W 12:20-1:20 CA/E-grade4-10 C/N 11 C/C 12	Learning Lab/Fitness Kerr Chico	Integrated Science I Musgrove Berkeley	Introductory Spanish Chavez Irvine	US History Anderson Gandhi	English 12 Fultz Da Vinci
Period 4 M T Th 1:55-3:25	Tutorial Bevilacqua Chico	Career Exploration 9 Fultz Da Vinci	Integrated Science II Musgrove Berkeley	Grad Path Decker/Sutton Galileo	College Course (Dual Enrl) Decker Keller
Period 5 T Th 8:40-10:05 F 12:20-1:45	US History Martin Chico	English 9 Fultz Da Vinci	World History Anderson Gandhi	Tutorial Sutton Keller	Life Skills Kerr Fullerton
Period 6 T Th 10:15-11:40 F 1:55-3:25	Integrated Science 8 Consterdine Davis	Fitness Kerr Fullerton	Tutorial Bevilacqua Keller	English 11 Fultz Da Vinci	Govt/Econ Anderson Gandhi

All core classes at Accelerated Achievement Academy are staffed to serve English Learners. Offerings, descriptions and staff are subject to change as needed to meet the Academy's mission and legal compliance.

Accelerating achievement for a successful future in a safe, challenging, well-managed charter school

Appendix C California Dashboard
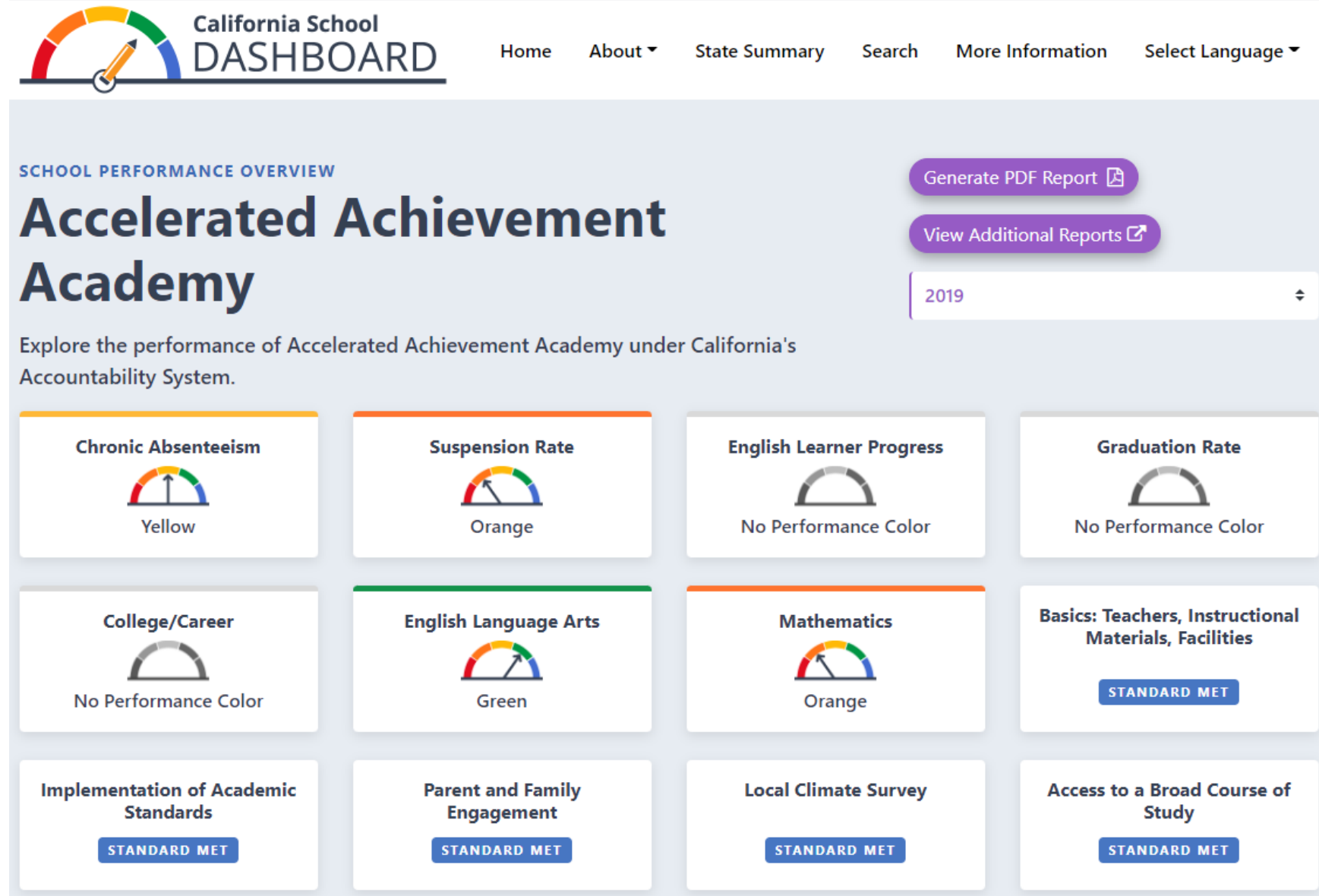
ACCELERATED ACHIEVEMENT ACADEMY

Student Population

Explore information about this school's student population.

LEARN MORE	**LEARN MORE**	**LEARN MORE**	**LEARN MORE**
Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
146	**86.3%**	**16.4%**	**2.1%**
View More Information →			

ACCELERATED ACHIEVEMENT ACADEMY

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

LEARN MORE

All Students | State

Green

1.8 points above standard

Increased 15.9 Points ⊕

EQUITY REPORT
Number of Student Groups in Each Color

Red	Orange	Yellow	Green	Blue
0	0	1	2	0

View More Details →

Mathematics

LEARN MORE

All Students | State

Orange

75.3 points below standard

Declined 11.8 Points ⊕

EQUITY REPORT
Number of Student Groups in Each Color

Red	Orange	Yellow	Green	Blue
1	2	0	0	0

View More Details →

English Learner Progress

LEARN MORE

72.7% making progress towards English language proficiency

Number of EL Students: 22

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

View More Details →

College/Career

LEARN MORE

All Students | State

No Performance Color

66.7% prepared

Increased 33.3% ⊕

EQUITY REPORT
Number of Student Groups in Each Color

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

View More Details →

Local Indicators

Implementation of Academic Standards

LEARN MORE

STANDARD MET

View More Details →

123

ACCELERATED ACHIEVEMENT ACADEMY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

ACCELERATED ACHIEVEMENT ACADEMY

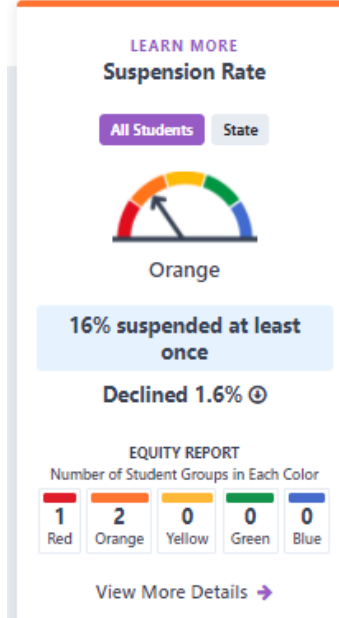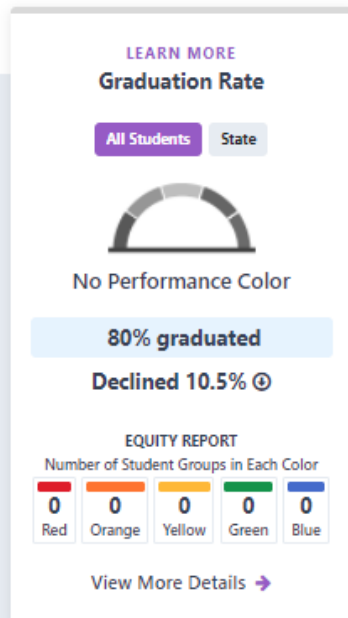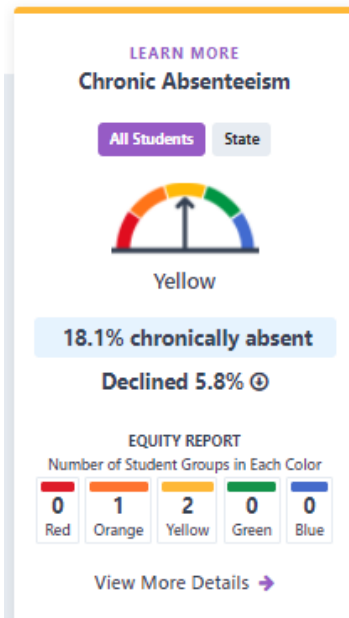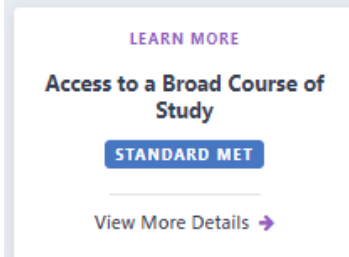# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE
Chronic Absenteeism

[All Students] [State]

Yellow

18.1% chronically absent

Declined 5.8% ⊕

EQUITY REPORT
Number of Student Groups in Each Color

0	1	2	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

LEARN MORE
Graduation Rate

[All Students] [State]

No Performance Color

80% graduated

Declined 10.5% ⊕

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

LEARN MORE
Suspension Rate

[All Students] [State]

Orange

16% suspended at least once

Declined 1.6% ⊕

EQUITY REPORT
Number of Student Groups in Each Color

1	2	0	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

Local Indicators

LEARN MORE
Access to a Broad Course of Study

[STANDARD MET]

View More Details →

Local Indicators

LEARN MORE
Basics: Teachers, Instructional Materials, Facilities

[STANDARD MET]

View More Details →

LEARN MORE
Parent and Family Engagement

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Local Climate Survey

[STANDARD MET]

View More Details →