LCAP Federal Addendum System

Instructions, Strategy, and Alignment

### Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

Response from Accelerated Achievement Academy:

As a WASC accredited school, Accelerated Achievement Academy subscribes to a continuous cycle of improvement and reevaluates all LCAP goals and actions on an annual basis. In determining or revising needs and goals, a variety of state-level data, testing data, and anecdotal input from stakeholders is used. The metrics indicated in the LCAP then serve as the primary basis by which stakeholders evaluate whether or not funding is being used effectively to meet identified needs and subsequent goals. Federal funds are always used in accordance with the school’s identified needs and subsequent goals and actions as outlined in the LCAP yearly.

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### Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Response from Accelerated Achievement Academy:

Accelerated Achievement Academy’s state funding is currently focused on achieving the following five goals outlined in our school’s LCAP for 2018-19: 1. Increase number of students using CCSS, NGSS and the new history framework aligned curriculum 2. Increase the number of students scoring 3 or higher on the CAASPP 3. Increase number of students with a post-secondary plan 4. Increase the rate of unconditional promotions to the next grade 5. Foster a positive school climate All federal funding is used in alignment with these five goals. Title I, Part A funding is used primarily to provide extra instructional help by way of in-school and after-school tutoring and academic guidance aimed at achieving goals 1, 2, 3 and 4. Title II, Part A funding is used to assist in achieving goal 2 and 4, and Title IV, Part A funds are used primarily to achieve goals 3, 4 and 5.

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### Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)
Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from Accelerated Achievement Academy:

NA

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Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Response from Accelerated Achievement Academy:

A primary strategy for soliciting parent input is the parent satisfaction survey, which is administered to parents every year in February or April along with quarter grade reports. The results are shared and reviewed by the School Site Council (which is comprised of parents, staff, and students) and Accelerated Achievement Academy staff. The School Site Council then reviews, revises, and approves Title I Parent Involvement Policy annually as well as helps with the development of all plans pertaining to federal and state funds. The Title I Parent Involvement Policy is distributed to student families at the first Parent Advisory meeting of the school year and parents in attendance are encouraged to provide feedback which is then taken to the School Site Council. For families that are not in attendance, a copy of the policy is mailed home, to the extent practicable, in the family's home language. Parent Advisory meetings also serve as a forum for parent trainings and discussions on topics such as how to use the school's information system PowerSchool) to support student progress, state standards and assessments, safety, academic resources, and LCAP needs, goals, and activities. Accelerated Achievement Academy's LCAP process solicits stakeholder input in a variety of ways. Aside from seeking parent input at Parent Advisory meetings, the School Site Council also reviews LCAP goals, actions, and expenditures and provides input, along with the rest of the school staff and the Board of Directors (which is comprised entirely of parents and former parents). The Board of Directors oversees and approves all school-wide plans, including the LCAP, providing input. The school holds several family oriented activities in an effort to build a connection between families and the staff. Back to School BBQ, New Student Bonus Day, Family Fun Night, Showcase, Honors Assemblies, and Promotion and Graduation Ceremony are all family-oriented activities at Accelerated Achievement Academy meant to build connections between the staff and families. 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. Showcase is held twice a year and gives students the opportunity to share what they have learned in class for their parents. It also gives parents the opportunity to informally check in with the teacher about their child’s progress. Honors Assembly occurs three times a year. Students receive awards for their accomplishments during the quarter. Families are invited to attend Honors Assembly. Our Family Fun Night is organized by the Academic Services Coordinator with the help of the senior class in an effort to bring families and staff 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. Parent Advisory meetings are held three times a year with a fourth meeting dedicated specifically to helping the parents of seniors with the college financial aid process. All school staff receives two weeks of in-service training prior to the start of each school year. As part of that training time, the staff spends time assessing the school's needs and offerings, which includes assessing the ways in which staff can partner with our parents to provide students needed academic support as well as enrichment activities such as field trips. All staff are provided administrative support with parent/family communications. All 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. Mailings are sent, to the extent practicable, in the family's home language. Additionally, the staff posts the events on the website calendar and school Facebook page. Special accommodations are made for communicating with families that have accessibility needs or special needs that make corresponding with the school difficult, and families with migratory children are provided opportunities for communication with teachers and administrative staff prior to or upon returning from a pro-longed absence/independent study.

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### Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)
Describe, in general, the nature of the programs to be conducted by the LEA’s schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Response from Accelerated Achievement Academy:

Accelerated Achievement Academy, as a schoolwide program, uses Title I funds to provide Tutorial classes, an Academic Services Coordinator, math and reading tutors, after school tutorial, teacher help hours, and summer school to all students. The Tutorial class is built into the day for each grade at Accelerated Achievement Academy. This gives students the opportunity to complete the work from that day or any missing work that needs to be made up. The instructor monitors students’ grades and provides students a list of work to be done as well as missing assignments. The Academic Services Coordinator also monitors the students’ grades and provides lunch tutorials for students in need of extra time or assistance. Students also have the opportunity to attend after school tutorial twice a week. Furthermore, after school each teacher offers a formal help hour where 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. Additionally, the school provides math tutoring to students who are struggling in their course work both during the regular school day and after school. The students participating in the target groups during the day are chosen by the teacher based on the specific needs within the class. The after school tutoring is open to all students on a first come first serve bases. Students who are deficient in credits participate in Accelerated Achievement Academy’s summer school program, which gives students time to get caught up on the credits they need. Any additional credit recovery needs are met by having students attend an after-school tutorial or participate in a Graduation Path, a course designed for course recovery. Neglected or delinquent: NA

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### Educator Equity

ESSA SECTION 1112(b)(2)
Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Response from Accelerated Achievement Academy:

Our LEA consists of only one school, Accelerated Achievement Academy. As a result, all students are taught by the same teachers, and, thus, there are no disparities which result.

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### Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)
Provide a description of the LEA’s systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Response from Accelerated Achievement Academy:

All staff receive 14 days during the year for professional development. Some of those days are highly structured with specific trainings—teachers participate in on-campus instructional and state standards trainings and all staff participates in safety and technology trainings. Other days are used for collaboration and planning. Teachers are encouraged to attend at least one off-campus professional development event or conference each year. All costs associated with any training are covered by the organization. Last year teaching staff specifically attended trainings on NGSS, ERWC, and the history framework. The teaching staff also participates in PLC meetings once a month where they collaborate about instructional strategies, share resources, and discuss assessment practices. The meetings are led by PLC Lead Teachers who receive a stipend. All new teachers who have yet to receive a clear teaching credential participate in an induction program where a support provider is assigned, and all teachers new to Accelerated Achievement Academy, regardless of experience, are also assigned a support provider. Lead Teachers serve as support providers. During the 10 days of staff development before school, 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 conducts a self-evaluation and sets goals based on student achievement and professional growth. For teaching staff, the principal conducts a formal observation at least once a year. At the end of each year the principal and staff members meet to discuss progress on set professional development goals. The Principal and other school leaders, such as the Chief Financial Officer and the Academic Services Coordinator, also participate in multiple professional development events annually, attend the state charter schools conference, UC/CSU counselor trainings, and other trainings regarding new state requirements. The effectiveness of professional development is largely demonstrated in the academic improvements students are making both in standardized test scores and grades over their previous performances. The staff also considers student and parent survey feedback in evaluating professional development needs.

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### Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)
Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Response from Accelerated Achievement Academy:

The LEA consists of only one school, Accelerated Achievement Academy, so all funding serves the population of Accelerated Achievement Academy.

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### Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)
Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Response from Accelerated Achievement Academy:

Based on student achievement and survey data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the school’s goals and academic, college, and career standards. The school’s leadership and staff annually monitor and refine the single plan for student achievement, the WASC action plan, and the LCAP based on analysis of data to ensure alignment with student needs. After viewing student data sources such as standardized testing, honor roll and unconditional promotion percentages, and student and parent survey data, the SPSA and WASC action plan are reviewed, revised, and approved annually by the School Site Council, which consists of parents, students, and staff members. Furthermore, during fall and spring staff meetings, both the WASC action plan and the LCAP goals and actions are reviewed and revised by the staff in conjunction with the data. Additionally, the School Site Council and the Parent Advisory provide feedback annually on all LCAP goals and actions. The SPSA and LCAP then go to Accelerated Achievement Academy’s Corporate Board, which is comprised of parents and interested community members, for input and approval yearly.

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### Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)
Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

1. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
2. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
3. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
4. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
5. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Response from Accelerated Achievement Academy:

As part of Accelerated Achievement Academy's LCAP process, stakeholders identified the need for expand course offerings for students in an effort to ensure that all students had access to a well- rounded education and graduate college and career prepared as measured by the state's accountability system. As a small charter school with limited facilities, the school is limited in the amount of course offerings it can provide. Therefore, Accelerated Achievement Academy partners with Mendocino College to provide students access to concurrent and duel enrollment courses that result in providing students with a well-rounded education. The partnership with Mendocino College offers access to coursework the school does not offer, such as specialized courses in the humanities, arts, sciences and CTE like ceramics, computer science, welding and automotive. The effectiveness of the program is evaluated annually based on the number of students participating, student success within the college classes, and the state's college and career indicator as reported on the CDE's Dashboard. Also as a part of the LCAP process, stakeholders identified a need for students to have additional exposure to local career options. Therefore, Accelerated Achievement Academy partners with local businesses to provide job shadows and works with students to apply for internships within the community. The success of these programs is evaluated based on student and local business feedback of the experiences. Accelerated Achievement Academy applied for transferability of funds, so any Title IV Part A funding not used on the above activities/programs will be used for Title I and Title II activities.

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