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# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <ul style="list-style-type: none"> <li>• Annual Credential review schedule adhered to</li> <li>• State Adoption Checklist &amp; Scorecard for Instructional Materials</li> <li>• Facilities/Maintenance Checklist &amp; Scorecard</li> </ul> <p><b>19-20</b></p> <ul style="list-style-type: none"> <li>• Follow with fidelity the Teacher Credentialing Review Plan and begin to develop an alternative credentialing pathway for new teachers to get their credential.</li> <li>• Follow the Curriculum Review and Adoption Plan to ensure curriculum meets state criteria. .</li> <li>• Follow the Facilities Review Plan to ensure campus safety and maintenance meets federal, state, and local regulations.</li> </ul>	<p>To ensure all teachers are compliant, upon hire and for continued employment, the LEA regularly monitors the credential status for all Making Waves Academy teachers with the support of a credential service provider. This includes Intern, Preliminary, and Clear credential status as displayed by the Commission on Teacher Credentialing (CTC). In general, the LEA checks in with teachers monthly for progress updates towards credential issuance and exam updates, as needed. Any teachers who do not have the appropriate document(s) to teach in the classroom will receive hands-on support from the LEA to determine eligibility for permits and/or waivers that guarantee compliance (e.g. Short-Term Staff Permit, Provisional Intern Permit, Limited Authorization Permit, Emergency CLAD, or Waivers) issued by the CTC. In addition, the LEA and school leader(s) will support and implement teacher plans to outline the credential requirements that must be fulfilled by identified dates noted on the plan for continued employment. These plans also include frequent LEA follow-ups to teachers requesting updates to determine where additional support is needed.</p> <p>The schedule was adhered to and compliant. Instructional materials met criteria for standards alignment.</p>

Expected	Actual
<p><b>Baseline</b></p> <ul style="list-style-type: none"> <li>• 70% of the schedule adhered to</li> <li>• 90% of the materials meet criteria</li> <li>• 100% of scorecard completed &amp; 80% or more of facilities scorecard indicate "Fair" Conditions</li> </ul>	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ol style="list-style-type: none"> <li>1. Provide more resources to support teachers to get their teacher credential and/or keep them current.</li> <li>2. Provide for explicit support for teacher interns and teacher residents to earn their credential.</li> <li>3. During the recruitment and selection process insure evidence of credentials of candidates occurs.</li> <li>4. Share updated information with our authorizer annually in October.</li> <li>5. Follow the process for annual review of faculty files and credentialing information.</li> </ol>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$25,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$25,000</p> <p>5000-5999: Services And Other Operating Expenditures Title II \$46,392</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$25,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$25,000</p> <p>5000-5999: Services And Other Operating Expenditures Title II \$46,392</p>
<ol style="list-style-type: none"> <li>1. Follow the Annual Curriculum Review &amp; Adoption Plan:</li> <li>2. Research alternative ways to make curricular resources available to students using a variety of materials and platforms (e.g. hard copy, electronically, and online), take input from stakeholder groups and the School Site Council, and create a DRAFT for review by June 2020.</li> <li>3. Follow a process for the review and adoption new state curriculum for science and history materials and textbooks.</li> </ol>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$75,000</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$65,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$75,000</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$65,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ol style="list-style-type: none"> <li>1. Follow the Facilities Review Plan addressing routine maintenance of key structural, equipment, appliance, and operational elements of the facility.</li> <li>2. Post the schedule for scheduled inspections of key structural, equipment, appliance, and operational elements of the facility in a public space in the office and/or have copies of it in the office on file for review.</li> <li>3. Schedule training and professional development of key staff to help support the execution of the plan.</li> </ol>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$21,500</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$15,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$178,500</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$21,500</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$15,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$178,500</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds that were budgeted for actions and services were implemented and used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

- Adopted new math curriculum and new math diagnostic tool
- Refined credentialing support process
- Buildings are in good repair

Challenges:

- Ensuring access to curriculum in a remote setting for non communicative students

## Goal 2

Implementation of Common Core State Standards, including how English Learner students will be enabled to gain academic content knowledge and English language proficiency

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <ul style="list-style-type: none"> <li>• ELD training</li> <li>• EL Progress Monitoring</li> </ul> <p><b>19-20</b></p> <ul style="list-style-type: none"> <li>• Refine the implementation plan that includes state monies allotted to MWA in the areas of equipment, materials, and training.</li> <li>• Refine the implementation of the plan to train and monitor core day and intervention faculty with respect to the use of instructional strategies that allow for our English Language Learner students to better access content knowledge, while also addressing any skills in need of development</li> <li>• Refine the progress monitoring protocol for systematic and ongoing data generation and review of English Proficiency for English Learner students including regular review of progress in the English Language Proficiency Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Refined the implementation plan that includes state monies allotted to MWA in the areas of equipment, materials, and training.</li> <li>• Refined the implementation of the plan to train and monitor core day and intervention faculty with respect to the use of instructional strategies that allow for our English Language Learner students to better access content knowledge, while also addressing any skills in need of development to support remote learning.</li> <li>• Refined the progress monitoring protocol for systematic and ongoing data generation and review of English Proficiency for English Learner students including regular review of progress in the English Language Proficiency Assessment in a remote setting</li> </ul>

Expected	Actual
<p><b>Baseline</b></p> <ul style="list-style-type: none"> <li>• Money allotted in the budget is utilized for state purposes for equipment, materials, and training</li> <li>• 80% or more of the Professional Development plan is implemented</li> <li>• 80% or more of the progress monitoring system for English Language Development is implemented</li> </ul>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Insure the plan addresses the following elements:</p> <p>A. Implementation Plan with timelines, milestones, &amp; who is responsible.</p> <p>B. Plan for ongoing professional development of faculty and administration through site-based and off-site training.</p> <p>C. Create a visiting committee to visit other schools.</p> <p>D. Plan and schedule for formal and informal observations of teachers to assess level of fidelity and implementation of CCSS.</p> <p>E. Section of formal teacher observations and lesson planning documents that address teacher efficacy with implementation of CCSS.</p> <p>2. Review CCSS elements as part of the annual Budget and LCAP process to insure alignment with CCSS implementation plan goals.</p> <p>3. Schedule semi-annual presentations to the MWA Board and larger community by way of updates on implementation and/or results – any data involving implementation data or student performance data, especially for Math performance.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$35,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$30,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$20,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$35,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$30,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$20,000</p>
<p>1. Hire an ELD coordinator to oversee and manage this area schoolwide.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF</p>	<p>1000-1999: Certificated Personnel Salaries LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2. Develop a schedule for site-based and off-site training for ELD Coordinator and faculty.</p> <p>3. Develop a schedule for ongoing formal &amp; informal evaluation and feedback.</p> <p>4. Develop a teacher evaluation tool that addresses the use of adopted ELD best practice instructional strategies.</p> <p>5. Share agreed upon best-practice ELD strategies through presentations to the MWA Board, CEO, and AIS group annually.</p> <p>6. Meet the goals for the new EL Initiatives.</p>	<p>Supplemental and Concentration \$100,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,000</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$28,000</p>	<p>Supplemental and Concentration \$100,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,000</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$28,000</p>
<p>1. Schedule for ELPAC Training of faculty and administrators and ELPAC testing for students.</p> <p>2. Development of a comprehensive English Language Proficiency project plan for EL students. The plan should include:</p> <p>A. EL proficiency goals</p> <p>B. Adopted school-wide and division-wide common best practice strategies to be implemented in all classrooms.</p> <p>C. Identify milestones of the plan that are shared regularly with administration, faculty, and parents.</p> <p>D. Reclassification targets for all students.</p> <p>E. Growth targets for the group of EL students that take into account student GPAs, performance on benchmark assessments, and final grades.</p> <p>F. Progress monitoring protocols for EL students and recently (within the last 3 years) reclassified students.</p> <p>G. Schedule for presentations to the MWA Board and CEO two times per year CEO and the AIS group three times per year.</p> <p>H. Standardize the EL Plan.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$15,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$15,000</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds that were budgeted for actions and services were implemented and used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Successes:

- Met all goals associated with ELD training and refinement of the program
- Facilitated ELPAC remotely to reclassify students during the pandemic
- Facilitated high quality professional development
- Strengthened ELAC committee leadership

### Challenges:

- Supporting non-communicative English Learners during distance learning.

## Goal 3

Increase parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <ul style="list-style-type: none"><li>• Parent survey data</li><li>• Parent Engagement Scorecard</li></ul> <p><b>19-20</b></p> <ul style="list-style-type: none"><li>• Maintain and deepen the current level of parent involvement through intentional and mission-aligned opportunities for involvement.</li><li>• Continue to implement and refine existing communication and promotion tools targeted toward parents.</li></ul> <p><b>Baseline</b></p> <ul style="list-style-type: none"><li>• Parent survey rating of "good" regarding parent education opportunities</li><li>• 80% or more of parents acknowledge being aware of opportunities for involvement</li><li>• 70% or more parents participate in some way throughout the year</li></ul>	<ul style="list-style-type: none"><li>• Continued to provide rich opportunities for family engagement</li><li>• Built out Parent Portal for streamlined communication.</li><li>• 70% or more parents participate in some way throughout the year</li></ul>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ol style="list-style-type: none"> <li>1. Maintain current engage activities such as monthly parent meetings, individual parent-teacher meetings, and workshops.</li> <li>2. Develop a peer support group meetings and a semi-annual review of the Volunteer Program.</li> <li>3. Continue to publicize and share out SSC meeting updates and outcomes at parent meetings, in the Weekly Wave, and on the website.</li> <li>4. Continue rotating key administrators to present to the SSC and share out data and progress in terms of overall successes and challenges.</li> <li>5. Refine the system for marketing and engaging parents for the parent volunteer system.</li> </ol>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$60,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$60,000</p>
<p>SUBPRIORITY B – PROMOTING PARENT PARTICIPATION</p> <ol style="list-style-type: none"> <li>1. Schedule the Parent-Guardian Engagement Coordinator to make quarterly presentations and/or send out parent volunteer reports to MWA parents &amp; staff.</li> <li>2. Parent-Guardian Engagement Coordinator sends out monthly updates to parents and staff.</li> <li>3. Schedule the Parent-Guardian Engagement Coordinator to make semi-annual presentations to the SSC to discuss new ideas and to share successes and challenges.</li> <li>4. Continue celebrating goals for parent participation and achieving the goals publicly.</li> </ol>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,000</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds that were budgeted for actions and services were implemented and used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

- Launched Parent Portal
- Phone-tree with ELAC families to ensure involvement
- High participation at family meetings
- High participation at Coffee Talks
- Strong attendance at Advisory Family Conferences

Challenges:

- Communicating with all families in a remote setting

## Goal 4

Pupil achievement, as measured by all of the following, as applicable:

A. CA Assessment of Academic Progress and Performance (CAASPP) statewide assessment (Not administered in 2019)

B. The California School Dashboard

C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education

D. Percentage of ELs who make progress toward English language proficiency as measured by English Language Proficiency Assessment for California (ELPAC)

E. EL reclassification rate

F. Percentage of pupils who have passed an AP exam with a score of 3 or higher

G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <ul style="list-style-type: none"> <li>• Course completion scorecard</li> <li>• ELD proficiency scorecard</li> <li>• Reclassification scorecard</li> <li>• AP test scorecard</li> <li>• EAP scorecard</li> </ul>	<ul style="list-style-type: none"> <li>• In 2019-20, our students performed at a graduation rate of 94.4%</li> <li>• Among 8th grade English Learners in the 2019-20 school year, 3% (1 of 30) were reclassified. The summative ELPAC, the required assessment for reclassification, was not administered due to school closure</li> </ul>

Expected	Actual
<p><b>19-20</b></p> <ul style="list-style-type: none"> <li>• 95% or more of MWA students successfully complete requirements for UC/CSU and CTE courses, the equivalent of the MWA high school diploma track.</li> <li>• Set and meet annual growth targets for EL Proficiency as measured by increased scores on the ELPAC, CAASPP and ELA grades.</li> <li>• To reclassify the majority of ELs by the end of their 8th grade year and meet annual reclassification goals towards the larger re-classification goal.</li> <li>• 55% or more of students taking the AP Exam pass them with scores of 3 or higher.</li> <li>• 95% or more of students taking the Early Assessment Program (EAP) exam and 75% or more of students scoring at or above the passing mark for the English and Math portions of the exam.</li> </ul> <p><b>Baseline</b></p> <ul style="list-style-type: none"> <li>• 90% successful meet the requirements</li> <li>• 60% or more of EL students meeting or exceeding targets on the new ELPAC, SBAC, and English GPAs</li> <li>• 60% or more are reclassified by the end of the school year</li> <li>• 30% or more pass the AP exam</li> <li>• 50% or more meet the English and Math Benchmarks on the EAP.</li> </ul>	<ul style="list-style-type: none"> <li>• In 2020, 45% of Advanced Placement (AP) students passed their exams with a score of 3 or higher, the highest rate since the start of the AP program at Making Waves Academy</li> <li>• Among 2019-20 graduates, 100% took the SBAC, with 50.16% meeting or exceeding the standard for ELA and 25.86% meeting or exceeding the standard for Math (2018-19 CAASP)</li> </ul>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>SUBPRIORITY A – CA MAPP: ELA/LITERACY AND MATHEMATICS</p> <ol style="list-style-type: none"> <li>1. Present data, analysis, progress and challenges to the Academic Intervention Services Team (AIS) Team, the SSC, the MWA Board, and the CEO.</li> <li>2. Continue to send faculty and administrators to off-site training and develop a schedule and frequency of ongoing training for the CCSS.</li> <li>3. Set specific instructional strategies for the teaching of ELA and math.</li> <li>4. Set specific growth targets for student achievement in ELA and math.</li> </ol>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$10,000</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$50,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$10,000</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$50,000</p>
<ol style="list-style-type: none"> <li>1. Provide training for faculty, parents, students, and staff on the revised components that comprise the new state testing criteria when they are published.</li> <li>2. Develop a project plan that details how MWA will provide for and support elements of the state testing results being accounted for in the school program.</li> <li>3. When measured again, meet growth targets for EL subgroups in math and EL growth overall in order to successfully exit out of Program Improvement status.</li> <li>4. Continue to develop progress monitoring tools and goals through the AIS Team.</li> <li>5. Set a schedule to present to the MWA Board, SSC, parents, and CEO at least 2 times per year to report on progress, successes, challenges, and strategy.</li> <li>6. Purchase and develop a comprehensive data management system to aggregate student achievement data and share it with stakeholders.</li> </ol>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$10,000</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$45,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$10,000</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$45,000</p>
<p>SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ol style="list-style-type: none"> <li>1. Create individual graduation pathway plans for MWA Upper School students that track and monitor progress towards high school graduation and post-secondary plans.</li> <li>2. Provide training for faculty re: Upper School graduation requirements and college admissions criteria for UCs and CSUs.</li> <li>3. Provide for training to faculty, administration, staff, students, and parents for the meaning and rationale for CTE opportunities for students.</li> <li>4. Provide for specific training and ongoing support of Upper School advisors in effectively executing and meeting their responsibilities.</li> <li>5. Insure course schedule is “guaranteed and viable” allowing for adequate course access and availability for students in meeting the MWA high school graduation requirement in a timely way.</li> <li>6. Plan for annual updates and reports to the school community, SSC, MWA Board, and CEO on the CTE opportunities for students at MWA.</li> <li>7. Plan for annual updates to the MWA Board, SSC, Parents, and CEO on the progress of meeting the goal along with successes, challenges, and strategy.</li> <li>8. Insure new courses are UCOP approved.</li> </ol>	<p>Supplemental and Concentration \$3,000</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$27,000</p>	<p>Supplemental and Concentration \$3,000</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$27,000</p>
<p><b>SUBPRIORITY D – EL PROFICIENCY RATES</b></p> <ol style="list-style-type: none"> <li>1. The EL Coordinator works with the Division Directors, ELA teachers, faculty, and interventionists on a plan that includes the adoption and fidelity monitoring of the use of commonly adopted instructional strategies that are aimed at increasing EL proficiency.</li> </ol>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$14,000</p> <p>1000-1999: Certificated Personnel Salaries Title III \$9,376.50</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$14,000</p> <p>1000-1999: Certificated Personnel Salaries Title III \$9,376.50</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2. A schedule for progress and fidelity monitoring is created that includes frequency of classroom observations, data to be analyzed over the quarter.</p> <p>3. The EL Coordinator presents scheduled updates to AIS Team, the SSC, MWA Board, and CEO.</p>		
<p>SUBPRIORITY E – EL RECLASSIFICATION RATES</p> <p>1. Create a “guaranteed and viable” ELPAC testing schedule.</p> <p>2. Insure annual training of EL Coordinator, faculty, and staff is provided.</p> <p>3. Create milestones throughout the school year that act as indicators of progress towards meeting and exceeding annual growth targets.</p> <p>4. Present updates to parents, AIS Team, SSC, MWA Board, and CEO.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$21,000</p> <p>1000-1999: Certificated Personnel Salaries Title III \$9,376.50</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$21,000</p> <p>1000-1999: Certificated Personnel Salaries Title III \$9,376.50</p>
<p>SUBPRIORITY F – AP EXAM PASSAGE RATE</p> <p>1.Set goal of 80% or more of students taking AP courses signing up for and taking the exam.</p> <p>2.Set classroom observation schedule of AP courses to insure fidelity to the AP curriculum and to assess proper pacing of the course.</p> <p>3.Provide for off-site and site-based training for faculty teaching AP courses.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$16,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$16,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4. Provide for any online or additional materials to support faculty and students in preparing for AP exams.</p> <p>5. Monitor GPA progress in AP courses as part of AIS activities.</p> <p>6. Set a schedule for presenting results of AP exams to AIS, SSC, MWA Board, and CEO.</p> <p>7. Look at and use “AP Potential” data to inform decisions about courses to add.</p>		
<p>SUBPRIORITY G – COLLEGE PREPAREDNESS / EAP</p> <p>1. Provide for a schedule of training for ELA faculty with a specific focus on the EAP.</p> <p>2. Provide for adoption of cross-curricular instructional strategies that will support students in the development of essential skills to perform proficiently on the EAP exam.</p> <p>3. As part of regular formal and informal classroom observations, Directors and Content Leads monitor and check for fidelity to the use of commonly adopted instructional strategies targeted to supporting the development of their skills.</p> <p>4. Scheduled annual presentation to parents, AIS Team, SSC, MWA Board, and CEO.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$6,000</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$12,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$6,000</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$12,000</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds that were budgeted for actions and services were implemented and used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Successes:

In 2019-20, our students performed at a graduation rate of 94.4% (2019-20 CA Dashboard), achieving the color rating of "yellow." (The performance level of "yellow" on the 5x5 grid for Graduation Rate was achieved as follows: The graduation rate of 94.4% is a "high" performance level. The change from the prior year declined by 4.4%). Our goal is to annually perform at a graduation rate of 95.0% or greater to maintain the highest performance level and color rating of blue, as reflected on the graduation rate indicator.

In 2020, 45% of Advanced Placement (AP) students passed their exams with a score of 3 or higher, the highest rate since the start of the AP program at Making Waves Academy (2019-20 College Board). The passing rate of 45% was an increase of nearly 12% compared to the prior year (33.6% passing in 2019).

### Challenges:

Among 2019-20 graduates, 100% took the SBAC during their junior year, with 50.16% meeting or exceeding the standard for ELA and 25.86% meeting or exceeding the standard for Math (2018-19 CAASP). We will continue to focus our efforts on increasing students' distance from standard in ELA and Math to ensure college readiness.

## Goal 5

### GOAL 5: STUDENT ENGAGEMENT

Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <ul style="list-style-type: none"> <li>• ADA rates</li> <li>• Attendance/chronic absentee rates</li> <li>• 8th grade retention rates</li> <li>• Upper School retention rates &amp; dropout rates</li> <li>• Upper School graduation rates</li> </ul>	<p>2019-20: 96% ADA Academy- wide</p> <p>In 2019-20, our students performed at a graduation rate of 94.4%, and in 2020-21 our students are projected to perform at a graduation rate of approximately 92%.</p> <p>Expanded site-based (Student Attendance Review Board) SARB process to include additional community members to provide support to students struggling with attendance.</p> <p>Academically engaged our middle school students and supported them social-emotionally to encourage 90% or higher annual retention rates, particularly the 8th grade retention rate at MWA and matriculation to the upper school. 8th grade students</p>

Expected	Actual
<p><b>19-20</b></p> <ul style="list-style-type: none"> <li>Maintain an ADA of 96% or higher.</li> <li>Expand site-based SARB process to include additional community members to provide support to students struggling with attendance. This can include advisors, core-day teachers, or other staff members.</li> <li>Academically engage our Middle School students and support them social-emotionally to encourage 90% or higher annual retention rates, particularly the 8th grade retention rate at MWA and matriculation to the Upper School.</li> <li>Academically engage our Upper School students and support them social-emotionally to encourage 90% or higher annual retention rates and a 5% or less dropout rate.</li> <li>Academically engage our Upper School students and support them social-emotionally to encourage 90% or higher annual retention rates and a 95% or higher graduation rate.</li> </ul> <p><b>Baseline</b></p> <ul style="list-style-type: none"> <li>95% ADA</li> <li>95% or higher ADA; 10% or less in the SARB process</li> <li>85% or more of 8th graders matriculate to the Upper School</li> <li>90% or higher retention rates from 9th-12th grades; less than 7% drop out</li> <li>90% or higher graduation rate for seniors</li> </ul>	<p>maintained a nearly 99% retention and matriculation rate to the Upper School. There were zero student drop-outs in the 2020-21 school year.</p> <p>Academically engaged our upper school students and supported them social-emotionally to encourage 90% or higher annual retention rates and a 5% or less dropout rate. Our upper school maintained a more than 96% retention rate.</p> <p>Created student celebration/recognition opportunities to recognize students and parents with excellent attendance. Established criteria for this.</p> <p>Presented attendance data to parents, students, SSC, MWA Board, and CEO.</p> <p>Continued to conduct student exit interviews and collect data on student transfers.</p> <p>Developed mechanisms to acknowledge student and parent attendance improvement.</p> <p>Presented SARB data to parents, AIS Team, SSC, MWA Board, and CEO.</p> <p>Created a plan and schedule to engage students in college and career readiness through the Advisory system along with the development and use of individual “College and Career Readiness Plans” to track progress towards graduation or Certificates of Completion.</p> <p>Tracked GPA data of “students of concern” (students with less and a 2.5 GPA) and/or students failing two or more classes to discuss strategies to address effectively support students staying on track to earn their high school diploma.</p>

Expected	Actual
	<p>Engaged a group of administrators, faculty, and staff to discuss graduation rate data annually and propose interventions and refinements to the program to further increase graduation rates.</p> <p>Promoted, publicized, and recognized students who make improvements in their grades from failing to passing and increase their GPA's from below 2.5 to higher than 2.5.</p> <p>Presented high school graduation rate data to the AIS, SSC, MWA Board, and CEO annually to discuss successes, challenges, and possible solutions.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>SUBPRIORITY A – STUDENT ATTENDANCE RATES</p> <ol style="list-style-type: none"> <li>1. Create student celebration recognition opportunities to recognize student and parent excellent attendance. Establish criteria for this.</li> <li>2. Present attendance data to parents, students, SSC, MWA Board, and CEO.</li> <li>3. Continue to conduct student exit interviews and collect data on student transfers.</li> </ol>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$60,000</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$60,000</p>
<p>SUBPRIORITY B – STUDENT ABSENTEEISM RATES</p> <ol style="list-style-type: none"> <li>1. Develop mechanisms to acknowledge student and parent improvement.</li> <li>2. Present SARB data to parents, AIS Team, SSC, MWA Board, and CEO.</li> </ol>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$50,000</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$30,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$50,000</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$30,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>SUBPRIORITY B – STUDENT ABSENTEEISM RATES</p> <ol style="list-style-type: none"> <li>1. Develop mechanisms to acknowledge student and parent improvement.</li> <li>2. Present SARB data to parents, AIS Team, SSC, MWA Board, and CEO.</li> </ol>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$60,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$60,000</p>
<p>SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES</p> <ol style="list-style-type: none"> <li>1. Create a plan and schedule to engage students in college and career readiness through the Advisory system along with the development and use of individual “College and Career Readiness Plans” to track progress towards graduation or Certificates of Completion.</li> <li>2. Track GPA data of “students of concern” (students with less and a 2.5 GPA) and/or students failing two or more classes to discuss strategies to address effectively support students staying on track to earn their high school diploma.</li> <li>3. Engage a group of administrators, faculty, and staff to discuss graduation rate data annually and propose interventions and refinements to the program to further increase graduation rates.</li> <li>4. Promote, publicize, and recognize students who make improvements in their grades from failing to passing and increase their GPA’s from below 2.5 to higher than 2.5.</li> <li>5. Present high school graduation rate data to the AIS, SSC, MWA Board, and CEO annually to discuss successes, challenges, and possible solutions.</li> </ol>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$27,930</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$27,930</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES</p> <p>1.Create a plan and schedule to engage students in college and career readiness through the Advisory system along with the development and use of individual “College and Career Readiness plans” to track progress towards graduation or Certificates of Completion.</p> <p>2.Track GPA data of “students of concern” (students with less and a 2.5 GPA) and/or students failing more than two or more classes to discuss strategies to address effectively support students staying on track to earn their high school diploma.</p> <p>3.Engage a group of administrators, faculty, and staff to discuss graduation rate data annually and propose interventions and refinements to the program to further increase graduation rates.</p> <p>4.Promote, publicize, and recognize students who make improvements in their grades from failing to passing and increase their GPA’s from below 2.5 to higher then 2.5.</p> <p>5.Present high school graduation rate data to the AIS, SSC, MWA Board, and CEO annually to discuss successes, challenges, and possible solutions.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$60,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$60,000</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds that were budgeted for actions and services were implemented and used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Although we may have fell a few percentage points below our attendance goal (96%) we are extremely proud to have an average daily attendance rate of 92% during a global pandemic. This was accomplished by conducting weekly student outreach--which totaled over 450 phone calls to families. In addition, we created a remote learning SARB process that supported school attendance and ongoing academic engagement. In response to a community needs assessment we made it a goal to support our students with social emotional learning (SEL) and development during this global pandemic. Our SEL focused advisory framework achieved an 85% attendance rate academy wide. We designed, developed and deployed content, activities, and tools to help facilitate students creating self care plans and life dream vision boards. There were also parent workshops that focused on how parents can best support themselves and their students by creating self-care plans.

An overall challenge during AY 20-21 was navigating an ever changing landscape of educational policy that was in response to the public health crisis as as result of COVID-19. We are extremely proud of how our faculty and staff showed up during a time where there was calls for racial justice, police reform, and a global pandemic. Some staff members were dealing with personal crisis during this time and still showed up (and out!) in support of our mission. The efficacy of our work as a school is rooted in two of our five core values: resilience and community, and we leaned heavily on these values to anchor us throughout this year.

## Goal 6

School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <ul style="list-style-type: none"> <li>• Social Worker Services Dashboard</li> <li>• Student Management Data (Dean of Students)</li> <li>• Professional Development calendar, meeting notes and surveys</li> </ul>	<p>Implemented a number social-emotional learning development lessons via the Advisory period and related faculty/staff trainings that contributed to curtailing and limiting the number of suspensions/expulsions.</p> <p>Conducted semi-annual surveys of students and parents to gauge their sense of safety, mission alignment, and connectedness within the community.</p> <p>Measured student and parent responses with respect to safety and connectedness with a goal of 80% or more of our students and parents feeling that MWA is safe, that they feel a strong connection to the mission, and that they feel seen and heard.</p> <p>Provided clear and consistent messaging on the Student Management System and Parent-Student Handbook; Implemented the restorative justice practices and social-emotional support framework with fidelity.</p>

Expected	Actual
<p><b>19-20</b></p> <ul style="list-style-type: none"> <li>Implement a number of social-emotional, Advisory, and classroom based strategies, and faculty/staff trainings that can contribute to possibly curtailing and limiting the number of suspensions.</li> <li>Implement a number of social-emotional, Advisory, and classroom based strategies, and faculty/staff trainings that can contribute to possibly curtailing and limiting the number of expulsions.</li> <li>Measure student and parent responses with respect to safety and connectedness with a goal of 80% or more of our students and parents feeling that MWA is safe, that they feel a strong connection to the mission, and that they feel seen and heard.</li> </ul> <p><b>Baseline</b></p> <ul style="list-style-type: none"> <li>70% or more of the plan is implemented as measured in the Social Worker Dashboard</li> <li>70% or more of the training and support plan is implemented as indicated by the Social Worker Dashboard</li> <li>75% or more of students and parents indicate through the survey that MWA is safe, there is connection to the mission, and they feel seen and heard</li> </ul>	<p>Provided for off-site (online only due to Covid-19 limitations) and site-based professional development for Deans, staff, and other administrators to continue to refine their knowledge of discipline management techniques and social-emotional development.</p> <p>Provided school Social Workers to help students and families connect with site-based and off-site service providers to seek targeted support.</p> <p>Provided for ongoing training of the MWA Social Worker to be able to help address more severe student issues.</p> <p>A cross section of the administration, faculty, staff, parents, and students reviewed data and made recommendations. Findings were presented to Parents, SSC, MWA Board, and CEO.</p> <p>Shared discipline (Deans) and social-emotional well-being data (Social Worker) quarterly with MWA staff via the MWA Dashboard on "Student Behavior and Mental Health." Utilized socio-emotional data and support from community partnerships during professional development with staff members to implement change, providing foundational support for instructional practices and the learning environment.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
SUBPRIORITY A – PUPIL SUSPENSION RATES	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ol style="list-style-type: none"> <li>1. Provide clear and consistent messaging on the Student Management System and Parent-Student Handbook.</li> <li>2. Implement the restorative justice practices and social-emotional framework practices with fidelity.</li> <li>3. Provide for off-site and site-based professional development for Deans, staff, and other administrators to continue to refine their knowledge of discipline management techniques and social-emotional development.</li> </ol>	Supplemental and Concentration \$30,000	Supplemental and Concentration \$30,000
<p>SUBPRIORITY B – PUPIL EXPULSION RATES</p> <ol style="list-style-type: none"> <li>1. Provide consistent Student Management System &amp; Parent-Student Handbook messaging.</li> <li>2. Implement the restorative justice practices and social-emotional framework practices with fidelity.</li> <li>3. Provide for a school Social Worker to help students and families connect with site-based and off-site service providers to seek targeted support.</li> <li>4. Provide for ongoing training of the MWA Social Worker to be able to help address more severe student issues.</li> <li>5. Provide for off-site and site-based professional development for Deans, staff, and other administrators to continue to refine their knowledge of discipline management techniques and social-emotional development.</li> </ol>	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$60,000  1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$50,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$60,000  1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$50,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)</p> <p>1. Conduct semi-annual surveys of students and parents to gauge their sense of safety, mission alignment, and connectedness within the community. A comprehensive school climate survey will be administered to students and parents biennially.</p> <p>2. Create a committee representing cross sections of the administration, faculty, staff, parents, and students to review the data and make recommendations.</p> <p>3. Present findings to the Parents, SSC, MWA Board, and CEO.</p> <p>4. Share discipline (Deans) and social-emotional well-being data (Social Worker) quarterly with MWA staff. Utilize socio-emotional data (Social Worker) during professional development with staff members to implement change, and serve as foundation for instructional practices and the learning environment.</p> <p>5. Look at creating a plan for more opportunities to look for cross-grade community building.</p> <p>6. Look to create 1-2 parent socialization activities per year.</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$90,000</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$134,292</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$48,008</p> <p>5000-5999: Services And Other Operating Expenditures Title IV \$20,284</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$90,000</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$134,292</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$48,008</p> <p>5000-5999: Services And Other Operating Expenditures Title IV \$20,284</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds that were budgeted for actions and services were implemented and used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our greatest successes this school year included developing and implementing daily synchronous Advisory lessons for all students focusing on relationship building, connectedness and social-emotional learning development. Survey data indicates that over 80% of MWA students feel that Advisory offerings have been helpful during distance learning, over 60% of students like to come to school because they feel safe, over 75% of Wave-Makers believe that their teachers and staff treat them fairly and make them feel like they belong, and nearly 70% of students know what resources and adults to connect with when feeling sad or hopeless.

Adding to these successes, we committed approximately 25% of our weekly professional development calendar toward supporting the social-emotional well-being of faculty/staff and toward developing their social-emotional skills and competencies through trainings provided by our Holistic Support Services Team and community partnerships. Over 85% of faculty/staff survey respondents report that they are likely to use the mindfulness and resilience-based practices provided via these offerings on a daily or regular basis. With these supports in place, over 73% of faculty/staff report that they "often" or "regularly" incorporate social-emotional literacy and mindfulness into their current teaching practices.

This school year also presented challenges in the areas of student safety and connectedness, as reflected by our student's top concerns from school climate surveys. While extraordinary efforts were made to address the interpersonal connection and safety needs of students in COVID-19 affected distance learning environments, over 40% of students remained worried or very worried about not being able to be with classmates during distance learning, while 38% of students were worried or very worried about conflict with other students or Bullying.

## Goal 7

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 5-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> - Course schedule scorecard</p> <p><b>19-20</b> - 100% of students are enrolled in courses at the Middle School that meet the state criteria for “course access” and a the Upper School (high school) that meet and/or exceed MWA graduation requirements (consistent with UC/CSU required entrance requirements) through offering a viable but varied set of differentiated courses.</p> <p><b>Baseline</b> - Ensure that students are enrolled in courses that area aligned with MWA graduation requirements</p>	<p>- 100% of students at Making Waves Academy have access to a broad course of study in the required subject areas of English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board (Grades 5-6) and English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education (Grades 7-12).</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Plan for and ensure the daily schedule is “guaranteed and viable”.</p> <p>2. Continue to refine and develop offerings in the MS and the course catalogue in the Upper School.</p> <p>3. Ensure course offerings and daily schedule reflect options for specialized support and allow for EL, IEP, Intervention, and GATE support.</p> <p>4. Annually “audit” the course schedule to assess its viability and to make proposals for new courses to be added or taken away as a result of analysis.</p> <p>5. Insure students have access, programming, and targeted academic support.</p> <p>6. Explore ways to offer more language course options at the Upper School.</p> <p>7. Develop a plan for expanding performing arts options and courses.</p> <p>8. Gauge interest and explore a plan to expand world language options and courses.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$210,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$49,818</p> <p>1000-1999: Certificated Personnel Salaries Title I \$165,870</p> <p>2000-2999: Classified Personnel Salaries Title I \$176,154</p> <p>3000-3999: Employee Benefits Title I \$39,505</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$210,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$49,818</p> <p>1000-1999: Certificated Personnel Salaries Title I \$165,870</p> <p>2000-2999: Classified Personnel Salaries Title I \$176,154</p> <p>3000-3999: Employee Benefits Title I \$39,505</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds that were budgeted for actions and services were implemented and used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

All students have access to standards aligned core classes. Our courses are A-G aligned and we work with our upper school students directly to ensure that they are on a track to complete all A-G requirements. We use PowerSchool to track course offerings for all of our students. Our students with disabilities are closely monitored by our Director of Special Education and our English Language Learners are monitored by our English Language Development Coordinator.

Our systems are strong and our students are currently enrolled in A-G approved courses. We are working to build out CTE pathways for our students.

Challenges:

As we return from distance learning, we have work to do to ensure that all students are on track to passing all of their required courses. We believe that our approach to credit recovery is strong and will support us in meeting this goal.

We look forward to onboarding more teachers to support smaller class sizes, further building out our intervention program and offering strategic small group enrichment opportunities.

## Goal 8

Pupil outcomes, if available, in the subject areas described above in Goal #7, as applicable.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <ul style="list-style-type: none"><li>• CAASPP scores for English and GPAs for English</li><li>• CAASPP scores for Math and GPAs for Math</li><li>• CAASPP scores for Science and GPAs for Science</li><li>• CAASPP scores for Social Science and GPAs for Social Science</li><li>• Data Walls in the school</li><li>• Health and Wellness grades and Physical Fitness Test scores</li><li>• Foreign Language grades and course completion</li><li>• Course Schedule</li></ul>	<p>While we did not administer the SBAC last academic year due to distance learning, we were able capture strong data in our interim and diagnostic testing.</p> <p>We met our goal for a 2.7 GPA schoolwide for all subjects combined.</p> <p>The Fitness Test was put on pause.</p> <p>100% of students took a visual arts class in MS and US.</p> <p>Refined plan for CTE pathways.</p>

Expected	Actual
<p data-bbox="109 175 193 207"><b>19-20</b></p> <ul data-bbox="163 251 1003 1572" style="list-style-type: none"> <li data-bbox="163 251 1003 397">• 80% or more of students will “Meet” or “Exceed” the standard on the new CA standardized tests (CAASPP) for English and the overall GPA average by grade level for students in English is 2.7.</li> <li data-bbox="163 435 1003 581">• 80% or more of students will “Meet” or “Exceed” the standard on the new CA standardized tests (CAASPP) for Math and the overall GPA average by grade level for students in Math is 2.7.</li> <li data-bbox="163 618 1003 803">• 80% or more of students will “Meet” or “Exceed” the standard on the CA standardized tests for Social Science in 8th and in the content specific courses in high school; the overall GPA average by grade level for students in Social Science is 2.5.</li> <li data-bbox="163 841 1003 1026">• 80% or more of students will “Meet” or “Exceed” the standard on the CA standardized tests for Science in 5th, 8th,, and 10th grades and in the content specific courses in high school; the overall GPA average by grade level for students in Science is 2.5.</li> <li data-bbox="163 1063 1003 1248">• 100% of students will take Visual Art courses in both the Middle School and Upper School; every student will meet criteria for their work to be shown or displayed within the classroom or in public spaces such as the hallways or office.</li> <li data-bbox="163 1286 1003 1572">• Students will meet various goals for physical education through their Health and Wellness courses in both the Middle School and Upper School such as: 100% of students will enroll in and pass their required Health and Wellness course; 95% or more will take their grade level respective Physical Fitness Test; 90% or more of students will pass their corresponding CA Physical Fitness Exam.</li> </ul>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>SUBPRIORITY A – ENGLISH, MATHEMATICS, SOCIAL SCIENCES, SCIENCE, VISUAL AND PERFORMING ARTS, PHYSICAL EDUCATION, HEALTH, AND FOREIGN LANGUAGES</p> <ol style="list-style-type: none"> <li>1.Ensure faculty, parents, and students know the goal.</li> <li>2.Post mid-quarter and quarterly data in designated locations in the Middle School and Upper School hallways, offices, and classrooms.</li> <li>3.Continue to run initial analysis of quarterly data through the AIS Team.</li> <li>4.Divisional meetings among Content Leads and the Middle School and Upper School Directors to discuss common strategies and outcomes for student growth.</li> <li>5.Content Leads report out to their respective division faculty groups and to the division Director (Upper or Middle School).</li> <li>6. Develop schoolwide health and wellness goals.</li> </ol>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$100,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$100,000</p>
<p>SUBPRIORITY B – CTE (GRADES 7-12 ONLY)</p> <ol style="list-style-type: none"> <li>1.Develop a plan to research, identify, and adopt CTE options that include a variety of approaches: AP courses, online courses &amp; concurrent enrollment.</li> <li>2.Insure CTE goals are known by the faculty, students, and parents.</li> <li>3.CTE options and data are shared with the community annually in a report.</li> </ol>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$70,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$70,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds that were budgeted for actions and services were implemented and used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Successes:

- Refined middle school model to reflect a hybrid teaching model in 5th and 6th grade. We believe that this will enhance integrated instruction and socio-emotional well-being.
- Built out CTE pathways and started planning for a coding pathway.
- All students had access to appropriate courses in Distance Learning
- We met our GPA Goals

### Challenges:

- Many assessments were put on pause during the 19-20 school year, making it challenging to assess using standardized testing.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
IXL and Star Diagnostic Testing;	19,370	27,717	Yes
Math Pilot Needs: Technology, special supplies such as white boards, paper, stylists, docucam	65,000	0	No
Digital Curriculum: TCI History, Open Up Online Math, Science Impact Curriculum	53,330	47,710	Yes
Director of Academic Support Services (New Position)	176,195	167,114	Yes
PPE, hand sanitizing stations, thermometers	55,000	9,746	Yes
10% of Dean of Students time will be devoted to training and reinforcing community members on COVID-19 specific safety protocols and procedures	54,239	47,829	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

We did not spend additional expenses on the math pilot program. We used the resources that we already had access to.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

We did not offer in person instruction during the 2020-21 school year.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchased and administered diagnostics and interim assessments; ANET	35,000	16,771	Yes
Conduct weekly observations of all faculty and implement follow up coaching	40,000	93,310	Yes
15% of Dean of Students time will be dedicated to monitoring attendance patterns each week and to implementing re-engagement efforts	81,359	71,744	Yes
60% of clinician and Social Worker time will be devoted to Tele-mental Health services	571,137	571,137	Yes
1% of Social Worker time will be devoted to providing school supplies to foster and homeless students in need	2,683	2,683	Yes
1% of clinician and Social Worker time will be devoted to mandated reporting in distance learning environments	9,519	9,519	Yes
30% of Social Worker time will be devoted to assessing the needs of and allocating resources to foster youth, students with exceptional learning needs, youth with unique needs and youth experiencing homelessness	80,491	80,491	Yes
Hotspots	41,040	35,943	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There are no sustentative differences between the planned actions and budgeted expenditures.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

### Successes:

- All student had access to instruction during the 20-21 school year.
- We created a flexible bell schedule that allowed us to remain in compliance and be responsive to student needs: provide asynchronous and synchronous instruction and intervention.
- We allocated devices for all students
- We passed out hotspots to students in need
- We administered all assessments: Diagnostic, Interim and Summative CAASPP/ELPAC testing.
- We have clear evidence of learning in distance learning as shown by assessment data
- We provided weekly professional development on our priorities: Social-Emotional Well-Being, Rigorous Instruction and Safe Environments.
- We built out an effective intervention program and continued psychological services in a remote setting
- We implemented a strong attendance outreach protocol and held SARB meetings.

### Challenges:

- We had a small number of non-communicative students that despite our extensive outreach, did not engage in learning.
- We had a couple of mid-year teacher departures.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Achievement Network Partnership	62,600	62,600	Yes
Deploy interventionists to support small groups of students based on diagnostic data	292,241	295,873	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There are no substantive differences between the planned actions and budgeted expenditures.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

### Successes:

- We administered interim and diagnostic assessments to track progress to learning goals.
- We noted that the achievement from the 19-20 and 20-21 school year was stagnant.
- We hosted targeted small group intervention sessions.

### Challenges:

- Measuring learning loss is challenging and requires a lot of data analysis. We were able to leverage our team, however we have planned a more efficient way to track learning loss in the fall.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Primary successes in the areas of monitoring and supporting mental health and social-emotional well-being in the 2020-21 school year included our early mental health identification and intervention processes, via our "Notice. Talk. Act." protocol and our online student monitoring system. In semester one alone, our Holistic Support Service Team investigated over 200 reports/alerts from community members and from our online monitoring system indicating potential risk or threat to student safety and well-being, requiring over 140 interventions from our Deans of Students and Social Workers for concerns on the themes of Potential Self-Harm/Grief, Potential Bullying, Violence/Abuse, & Violence/Rape.

More broadly, spearheading MWA's efforts to address the mental health needs of our students and on our school-wide goal to "optimize for the social-emotional well-being of all stakeholders" is the Center for Holistic Support Services, comprised of:

- Director of Holistic Support Services
- Senior Dean of Students (1)
- Deans of Students (3) for grades 5-6, 7-9 & 10-12
- Social Workers (2)
- Clinical psychological service providers (clinicians)

This team is also referred to as the "Holistic Support Services Team" (HSST). The HSST has collaborated to address and facilitate meeting the support needs of our faculty, student, and parent communities during this unprecedented season. These needs have largely centered around:

- Processing the impact of Covid-19
- Building a school community characterized by strong connections and relationships
- Developing healthy coping mechanisms
- Managing personal, academic, and professional lives during a time of perpetual crises and existential threats

These needs range across the areas of: 1) mental health support, 2) student safety, 3) student skill development (academic, social-emotional and career), 4) family support and development, and 5) intensive faculty professional development. These areas of focus and shifts in our approach to community support were in response to a tectonic shift in how human beings fundamentally engage one another as a result of the pandemic. When we think about innovation, innovation isn't solely defined by our programmatic structure, but innovation is also understood from the perspective of shaping and aligning behaviors that:

- Allow students to make choices that are in alignment with their life dreams
- Center teachers' relationship building and engagement practices on the development of emotional intelligence and behaviors that are aligned with MWA's Mission
- Support our parental community in aligning home behaviors and practices with MWA's Mission

These impact areas not only reflect the centrality and efficacy of our work, but are aligned with our cultural practices of effective teaming, collaboration, and relationship management. We are a department that is process and results-oriented, but not at the expense of relationship development and management.

In summer 2020, our Holistic Support Services Team conducted a comprehensive school-wide needs assessment examining our strengths, areas for growth, concerns to address, practices to continue, practices to initiate, and new innovations to consider across seven key areas of holistic engagement. Those areas are:

- 1) school culture and climate
- 2) attendance
- 3) counseling/Social Worker referral trends
- 4) behavior management/suspensions
- 5) social-emotional learning and well-being
- 6) parent/guardian support needs
- 7) faculty support needs

From our school-wide needs assessment, the HSST prioritized development, innovation, and support for stakeholders in the following three buckets for the 2020-21 school year:

1) Professional Development and Trainings:

- Develop the social-emotional skills and competencies of our teachers via a series of high impact Professional Development (PD) experiences
- Develop parent/guardian knowledge and skill-sets on how to support the academic, social emotional, and college and career needs of their children within the home via robust Parent Academy offerings

2) Community Partnerships:

- Establish strategic partnerships with local organizations to promote the social-emotional well-being of all stakeholders

3) Direct Student Services:

- Deliver daily universal Community Building/Advisory offerings to meet the holistic needs of all students focusing on the topics of:
  - Processing the Impact of COVID 19 & Systemic Racial Injustice
  - Community & Relationship Building
  - Study Skills
  - Coping Mechanisms
  - College & Career Development
- Integrate Community Building/Advisory themes into Tier 1 lesson plans across content areas

- Targeted group counseling & mentorship:

Small group counseling/mentoring services, expanded orientation modules, and reintegration to campus efforts for our most vulnerable students (chronically absent, multiple suspensions, cumulative GPAs below 2.0, students with intensive clinical needs, students noting high levels of general anxiety in culture and climate surveys, and low distance learning attendance/participation)

- Intensive Individualized Psychological Supports:

Clinical counseling and Social Worker services for students with the most acute needs

Bucket #1: Professional Development and Trainings-

Employees: This school year our Holistic Support Services Team led professional development offerings on the following topics:

- Holistic Support Services Introduction & Processing the Impact of COVID-19
- Restorative Practices & Behavior Management Systems
- Establishing Routines, Expectations & Procedures (REPs)
- Notice. Talk. Act. Referrals (Social Worker/Clinicians)
- Developing a Professional Culture of Trust
- Supporting the Holistic Needs of All Students Through Community Building & Advisory
- Tier 2 Group Mentorship
- Open Forum to Discuss and Process the Impact of Extended Isolation
- Inner Resilience and Resourcing: Understanding Your Stress Response Cycle and Engaging Practices to Find Your Window of Tolerance
- Wellness & Thriving Through Mindfulness
- Preparing the Mind for Success and Competition (PMSC) Overview, Vision and Goals

The HSST has also led Parent Academy offerings on the following topics:

- Open Forum to Discuss and Process the Impact of Election Season, COVID-19 and Extended Isolation
- Inner Resilience and Resourcing: Understanding Your Stress Response Cycle and Engaging Practices to Find Your Window of Tolerance
- Wellness & Thriving Through Mindfulness
- Mindful Parenting & Connecting
- Concepts from the Preparing the Mind for Success and Competition (PMSC) Institute

Our Director of Holistic Support Services and Senior Dean of Students are integral members of our PMSC (Preparing the Mind for Success and Competition) Implementation Team, collectively tasked with developing the capacity of our professional community with respect to their emotional intelligence, social-emotional competencies, and with regards to developing their abilities to approach professional obstacles and challenges through a solutions-oriented outlook that prioritizes productive interpersonal engagement practices. Our vision for PMSC at the Academy is that MWA will be a school community where all teachers and leaders are equipped with the social-emotional competencies to teach and model for our students how to meet the demands of rigorous college

environments, excel in competitive work industries, and take full advantage of educational opportunities and resources, while maintaining social-emotional well-being.

As MWA Leaders and PMSC training participants, it is our aim to seamlessly integrate PMSC principles into our respective management roles, programmatic offerings & relationship-centered approach to community building and engagement. Ultimately, PMSC will be integrated into Tier 1 lessons and programming across all levels of leadership and content.

Our goals for PMSC are as follows:

- Ensure that all leaders understand what PMSC is and how it connects to our daily work
- Integrate PMSC into what we are already doing
- Explain student behaviors (e.g. motivation, opposition, resistance, conflict, etc.) based on PMSC domains
- Use tools to engage students and adapt to challenges and obstacles
- Understand challenges & obstacles through the PMSC model
- Utilize PMSC Pathways to assess, coach, & problem-solve around obstacles to student success and well-being

Bucket #2: Community Partnerships-

To optimize for the social-emotional well-being of all stakeholders in a year of extraordinary challenges, the Holistic Support Service Team's proposal for the procurement of a wellness partnership with Seeds of Awareness was approved by our Board of Directors in December of 2020. Seeds of Awareness is a Bay-Area nonprofit organization that serves K-12 schools providing comprehensive social-emotional and mindfulness education to teachers, students and parents. Our wellness partnership provided professional development/in-service training to support all faculty and staff with building their inner capacity and resourcing to navigate stressors, conflict, and intensity for themselves, and to model and share these practices and resources with their students and peers. This included monthly workshops themed in response to identified needs of our educators and school system, including but not limited to the topics of:

- Inner Resilience & Resourcing for Educators
- Trauma-Informed Classrooms, Vicarious Trauma, & Burnout
- SEL Skill-building and Experiential Practice
- Mindful & Restorative Relationship Building

In addition to providing proactive support to all faculty and staff in these areas, more intensive differentiated supports were provided to small groups of teachers via Mindful Educator Group Coaching Sessions. These coaching sessions were offered as opt-in intensive supports for a limited number of teachers who desire further growth, reinforcement and deeper learning on the monthly PD themes provided to our entire faculty and staff through our wellness partnership. This support offering was publicized to all instructors, and we are excited that every MWA instructor who expressed interest in this opportunity was assigned to a Mindful Educator group for ongoing support and development.

Bucket #3: Direct Student Services-

Our team is proud of the intensive work that was done to create and implement daily, synchronous social-emotional learning (SEL) and holistic development offerings for all Wave-Makers via the Advisory period. Through Advisory we created a predictable daily

routine and ritual for students where relationship building and forming social connections with peers and teachers was the focus. We prioritized creating fun, experiential, inquiry and reflection-based interactive sessions intended to alleviate our community's sense of social isolation during this COVID-19, systemic racial injustice, and crisis impacted season. Core elements of each daily Advisory period offering included the following:

- Opening activity to transition students mindfully into the period (e.g. highlight a motivational quote or practice a mindful minute)
- Review of Advisory Norms providing space to reiterate expectations that help students be their best selves in Advisory
- Daily check-in to elevate all student voices (e.g. emotional "weather report", reflection on accomplishments or goals for the week, discuss what you are looking forward to or are most excited about for the day, etc.)
- Content or lesson for the day to teach, model and reinforce skills and competencies for student holistic development (e.g. practicing coping strategies, identifying school-based social support networks, digital citizenship, practicing outreach for support, developing organization and time management skills, etc.)
- Brief community building activity (e.g. "minute-to-win it", guess the celebrity baby picture, announcements and shout-outs, etc.)
- Closing to help transition students from Advisory back to their core classes. (e.g. "mindful minute", breathing exercise, or thoughtful transition to the next period)

Semester One Weekly Attendance Advisory Rate:

86% of middle school students attended Academy-wide SEL Advisory period

85.5% of upper school students attended Academy-wide SEL Advisory period

Given the nature of the 2020-21 school year, a key focus area of Advisory has been on helping students take care of themselves, increasing awareness of their mental/psychological/physical needs, and promoting healthy ways for students to meet their needs. This was evident in our offerings on Self-Care Strategies, Self-Care Plans, and Self-Care Vision Boards. Another key focus of Advisory has been on how students can take care of others, as highlighted in Kindness Week, and "Notice. Talk. Act." activities and lessons.

Another indispensable HSST offering at the Academy to address the mental health needs of our students is our professional school-based counseling and therapeutic services. Our MWA Social Workers and clinicians, also referred to as our "Clinical Care Team," provided intensive individualized and small group therapeutic/counseling services. These services made-up our Tier 3 differentiated supports for students with the most acute psychological and social-emotional support needs. This Clinical Care Team met on a weekly basis to discuss emerging psychosocial support referrals and to triage community needs to ensure that our students with the most significant needs were provided with the highest quality of professional counseling and support services in a timely manner. Beyond providing direct psychological services for students via counseling services, MWA Social Workers also conducted Safety/Risk Assessments for students at risk of harming themselves or others, provided crisis intervention, case management, direct support to staff, parent/guardian consultation and coaching, and provided referrals to community resources for families in need.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

This school year has required us to rethink the way that we communicate with families and continue to have a high level of engagement during a remote environment. Our families are used to an open door policy to our campus where they have frequent interactions with faculty and staff and are able to come into the front office to be informed. In the beginning of the school year we experienced challenges with families feeling like they had all of the information they needed, given the fact that they did not have direct access to the school and staff. However, we used this as an opportunity to improve our systems and made sure to modify things that had worked in the past. This school year we continued to have Saturday parent meetings, host open forum meetings with school leaders, send weekly communication with updates in both English and Spanish and launched a parent portal that contains relevant and important information. Parents have different preferences around communication and how to be engaged and using many methods has allowed us to reach many parents during this school year.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

### Successes:

We have had great success with providing meals to students during the 20-21 school year. Meals include nutritious lunch, and snack for the week. We worked closely with our food vendor to ensure that there was a variety of food available to families and that we were providing the best quality food available to us. Our staff and families all followed safety protocols which allowed us to serve meals all year without any incidents.

### Challenges:

Some areas of challenges involved having families come to campus multiple days a week and having leftover meals on some days. In order to determine the best way to support we sent out surveys to our parents and after analyzing the data, so we made a change to having meal kits for the week distributed on Mondays from 11AM to 1PM rather than both Monday and Wednesday.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There are no substantive differences.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Making Waves Academy hosted a number of reflective stakeholder engagement sessions that allowed community members to identify strengths and areas for growth from this academic year of distance learning to carry over to future plans.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Making Waves Academy has refined our approach to intervention and learning loss. We have developed an equation to pin point which learning was actually lost during distance learning. This frameworks is spelled out in the LCAP and resources are allocated to support successful implementation.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There are no substantive differences.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

MWA has reflected substantially on our data and programs throughout this school year. We have taken time to engage our stakeholders in sharing feedback on all elements of our school program, engaged in department specific reflections and analyzed qualitative and quantitative data. All of this reflection has informed key action items in the 21-24 LCAP.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	2,516,006.00	2,516,006.00
LCFF Supplemental and Concentration	2,049,048.00	2,049,048.00
Title I	381,529.00	381,529.00
Title II	46,392.00	46,392.00
Title III	18,753.00	18,753.00
Title IV	20,284.00	20,284.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	2,516,006.00	2,516,006.00
1000-1999: Certificated Personnel Salaries	1,331,553.00	1,331,553.00
2000-2999: Classified Personnel Salaries	490,446.00	490,446.00
3000-3999: Employee Benefits	39,505.00	39,505.00
4000-4999: Books And Supplies	165,000.00	165,000.00
5000-5999: Services And Other Operating Expenditures	464,502.00	464,502.00
5800: Professional/Consulting Services And Operating Expenditures	25,000.00	25,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	2,516,006.00	2,516,006.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	1,146,930.00	1,146,930.00
1000-1999: Certificated Personnel Salaries	Title I	165,870.00	165,870.00
1000-1999: Certificated Personnel Salaries	Title III	18,753.00	18,753.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	314,292.00	314,292.00
2000-2999: Classified Personnel Salaries	Title I	176,154.00	176,154.00
3000-3999: Employee Benefits	Title I	39,505.00	39,505.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	165,000.00	165,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	397,826.00	397,826.00
5000-5999: Services And Other Operating Expenditures	Title II	46,392.00	46,392.00
5000-5999: Services And Other Operating Expenditures	Title IV	20,284.00	20,284.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	25,000.00	25,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	451,392.00	451,392.00
<b>Goal 2</b>	230,000.00	230,000.00
<b>Goal 3</b>	70,000.00	70,000.00
<b>Goal 4</b>	232,753.00	232,753.00
<b>Goal 5</b>	287,930.00	287,930.00
<b>Goal 6</b>	432,584.00	432,584.00
<b>Goal 7</b>	641,347.00	641,347.00
<b>Goal 8</b>	170,000.00	170,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$423,134.00	\$300,116.00
Distance Learning Program	\$861,229.00	\$881,598.00
Pupil Learning Loss	\$354,841.00	\$358,473.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$1,639,204.00</b>	<b>\$1,540,187.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$65,000.00	
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$65,000.00</b>	

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$358,134.00	\$300,116.00
Distance Learning Program	\$861,229.00	\$881,598.00
Pupil Learning Loss	\$354,841.00	\$358,473.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$1,574,204.00</b>	<b>\$1,540,187.00</b>