LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Making Waves Academy

CDS Code: 07100740114470

School Year: 2022-23

LEA contact information:

Alton B. Nelson, Jr.

Chief Executive Officer

anelson@mwacademy.org

510-262-1511

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source
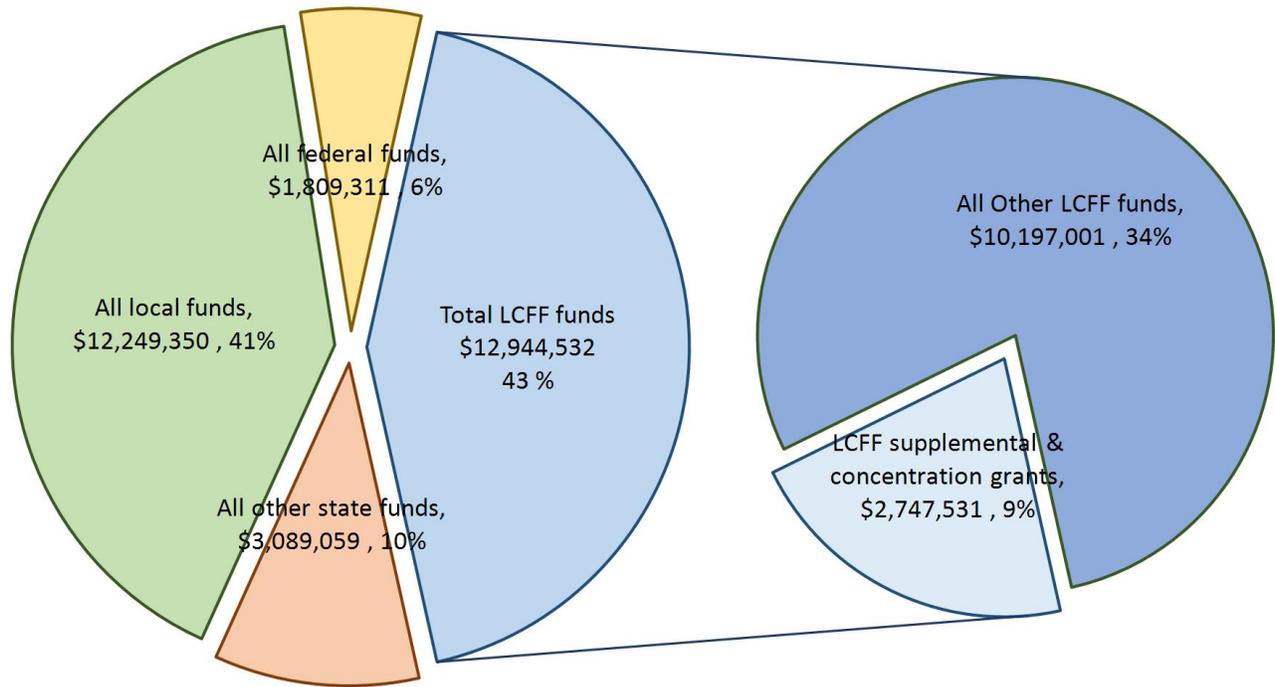
This chart shows the total general purpose revenue Making Waves Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Making Waves Academy is $30,092,252, of which $12,944,532 is Local Control Funding Formula (LCFF), $3,089,059 is other state funds, $12,249,350 is local funds, and $1,809,311 is federal funds. Of the $12,944,532 in LCFF Funds, $2,747,531 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP
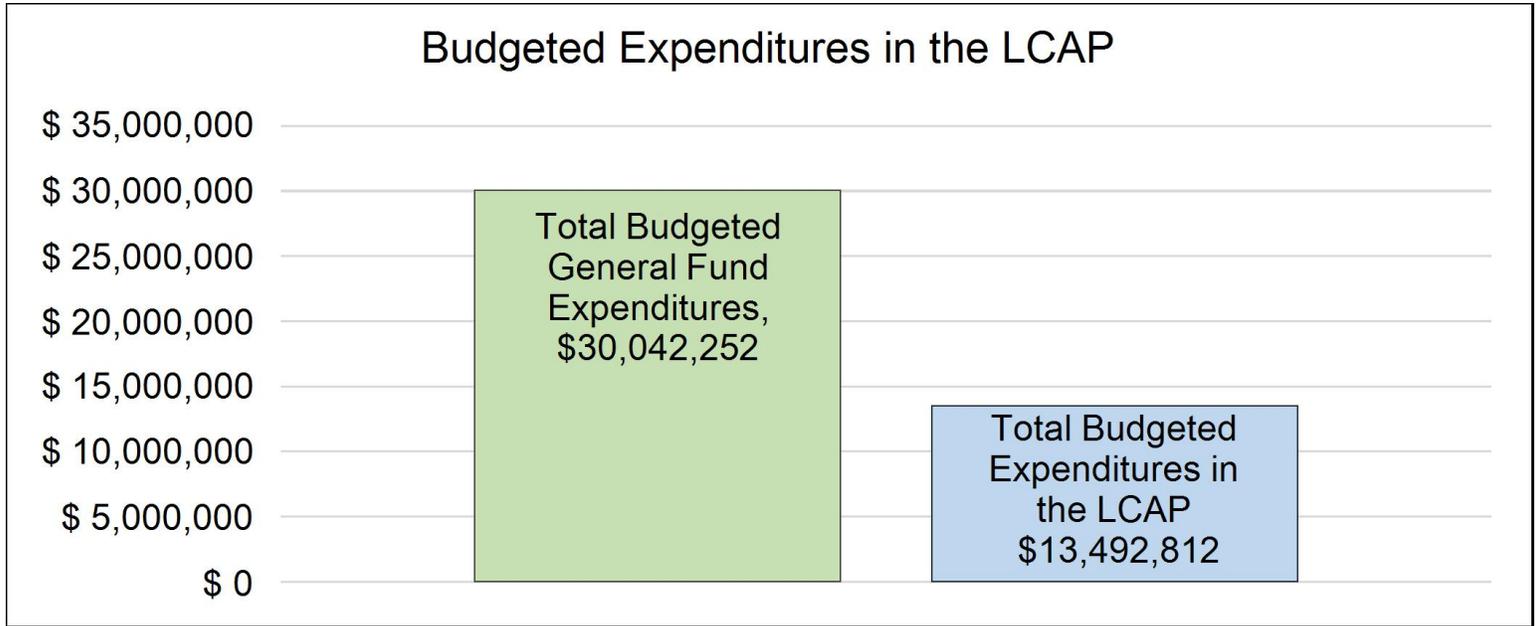
This chart provides a quick summary of how much Making Waves Academy plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Making Waves Academy plans to spend $30,042,252 for the 2022-23 school year. Of that amount, $13,492,812 is tied to actions/services in the LCAP and $16,549,440 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures not included in the LCAP include Information Technology, Operations, Student Food, Facility Rent, Janitorial Contracts, and some Leadership and Support Staff Salaries.

All Local Funds Details

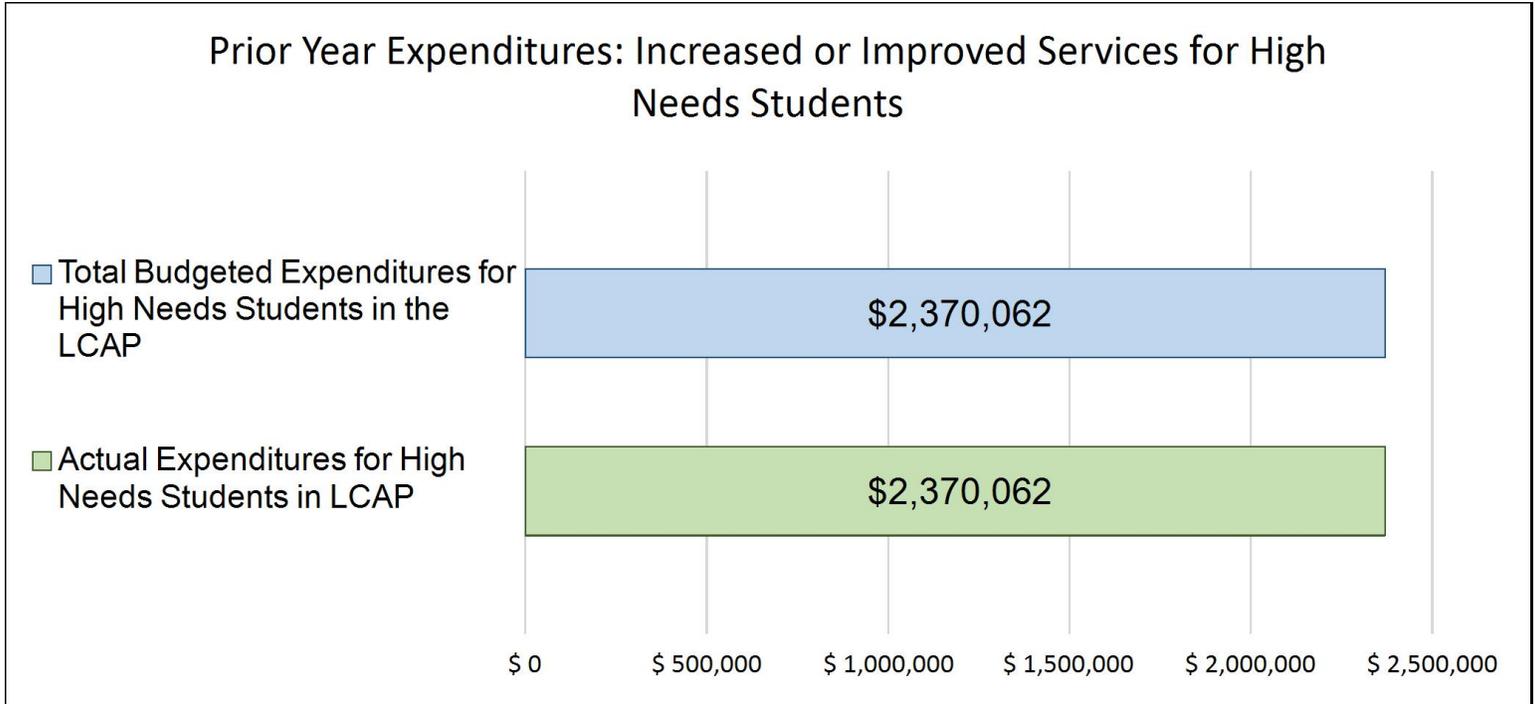| LOCAL FUNDS	AMOUNT
MEASURE G PARCEL TAX	$322,798
PHILANTHROPIC CONTRIBUTION – JOHN REGINA SCULLY (JRS)	$10,611,552
SCHOOL SUPPLIES DONATIONS	$6,000
IN-KIND DONATIONS	$9,000
PHILANTHROPIC CONTRIBUTION – OTHERS	$1,300,000
TOTAL	$12,249,350

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Making Waves Academy is projecting it will receive $2,747,531 based on the enrollment of foster youth, English learner, and low-income students. Making Waves Academy must describe how it intends to

increase or improve services for high needs students in the LCAP. Making Waves Academy plans to spend $3,130,683 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Category	Amount
☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$2,370,062
☐ Actual Expenditures for High Needs Students in LCAP	$2,370,062

This chart compares what Making Waves Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Making Waves Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Making Waves Academy's LCAP budgeted $2,370,062 for planned actions to increase or improve services for high needs students. Making Waves Academy actually spent $2,370,062 for actions to increase or improve services for high needs students in 2021-22.

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Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Making Waves Academy	Dr. E. Ward-Jackson Senior School Director	ewardjackson@mwacademy.org 510-262-1511

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Funds provided in the Budget Act of 2021 that were not included in the 21-22 LCAP include: the Cost-of-Living Adjustment, the 15% increase to concentration funds, the ARP Homeless Children and Youth Fund, and additional Special Education Funds.

Making Waves Academy has a long-established foundational principle of meaningful educational partner engagement. In an effort to provide opportunities for broad access for ongoing educational partner engagement, we host morning and evening feedback sessions, implement surveys, and collaborate with established critical learner advisory committees to maximize engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process.

As such, Making Waves Academy will continue to engage educational partners regarding the additional state funds that will be spent in the 2021-22 school year (the Cost-Of-Living-Adjustment, the 15% increase to concentration funds, the ARP Homeless Children and Youth Fund, and additional Special Education funds) during additional educational partners' engagement opportunities in the first half of 2022.

Previous engagement opportunities include: virtual feedback sessions for parents, teachers, staff, administrators, and the public for the Local Control and Accountability Plan 2021-22 (https://www.makingwavesacademy.org/governance/school-reports/lcap, pages 7-8), as well as the engagement opportunities around the ESSER III and ELO Grant (see prompt 3 below).

During the first half of 2022, we plan to implement an additional survey of our educational partners to capture feedback regarding how best to prioritize funds (including these additional state funds) to best meet the academic, social-emotional, and safety needs of our campus. The survey is designed to identify both overall trends in the community as well as disaggregate feedback collected by the following educational partners: parents, teachers, other staff, and administrators. In addition, we will continue to host listening sessions, parent meetings, and family advisory sessions in an effort to optimize for opportunities for different educational partners to inform and refine the way we prioritize funding.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Making Waves Academy, a single-school LEA, has an enrollment of unduplicated student groups greater than 55%, so we receive the concentration grant and its add-on. 86% of our students qualify as economically disadvantaged, English learners, and/or foster youth (Unduplicated Pupil Percentage). We will use the concentration grant add-on funding toward increasing the number of on-site substitutes, who will provide direct services to students through instruction and supervision. We have increased the number of on-site substitutes from two positions during AY20/21 to twelve positions during AY21/22. The ability to hire ten additional on-site substitutes enables us to maintain our contingency of learning plan while maintaining onsite learning for students. Prioritizing hiring and training a team of mission-aligned substitutes allowed us to increase the consistency of coverage for both teacher vacancies and daily classroom coverage, and provide direct services to students. These positions directly support instruction and the social-emotional wellness of students as the additional hires allowed Making Waves Academy to remain open and operational during an extended period of teacher shortage.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Efforts have been made to refine and improve our approach to support COVID-19 recovery through the LCAP development process, which includes engagement opportunities organized specifically around gathering feedback for the use of federal funds, including ESSER III. Making Waves Academy sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan. The following links and page numbers indicate how and when Making Waves Academy engaged its educational partners in the use of funds received to support recovery for the COVID- 19 Pandemic.

ESSER III Expenditure Plan, pages 3-4
(https://resources.finalsite.net/images/v1639162558/makingwaves/xrk43643e5bmufsu9rsj/ESSERIIIExpenditurePlan2021.pdf)

2020-21 Learning Continuity and Attendance Plan, pages 3-4
(https://www.makingwavesacademy.org/uploaded/MWA_Website_Updates/2020_Learning_Continuity_and_Attendance_Plan_Making_Waves_Academy-FINAL-9.29.2020.pdf)

2021-22 Local Control and Accountability Plan, pages 6-7
(https://resources.finalsite.net/images/v1626113189/makingwaves/ysfdwed8tlvymxgr5ggm/2021-22LocalControlandAccountabilityPlan-English.pdf)

Expanded Learning Opportunities Grant Plan, page 2 (https://www.makingwavesacademy.org/governance/school-reports)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

It is a priority of Making Waves Academy to ensure the health and safety of students, educators, and other staff, as well as to ensure the continuity of services, as required by the American Rescue Plan (ARP) Action of 2021.

Listed below are the successes and challenges we have experienced based on the implementation of our ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan.

Health and Safety of Students, Educators, and Other Staff
Successes: Making Waves Academy continues to benefit from the expertise provided by our two on-site nurses and COVID Response Team. The implementation of weekly surveillance testing of all students has helped maintain a healthy and safe learning environment for both students and staff. Additionally, utilizing County Health Department guidelines for quarantining of students and staff who test positive or show symptoms has allowed us to avoid multiple outbreaks. Lastly, using technology tools such as CrisisGo supports a system of daily symptom check-ins for all staff and families along with an accounting of who is on campus on a daily basis.

Challenges: Making Waves Academy continues to partner with the Contra Costa County Health Department to review ever evolving practices and guidelines. Making sure we continue to monitor and update changes to the guidelines is sometimes a challenge. In addition, helping to educate and make the school community aware of any new requirements was a challenge, particularly at the start of the school year. Helping the community to learn and adapt to these new guidelines proved to be challenging as we worked to build trust in our new systems and plans for a safe return to onsite learning. Lastly, the evolving group of staff who were out sick or quarantining sometimes made it difficult to maintain the level of continuity needed for optimal classroom learning environments and campus-wide safety.

Continuity of Services
Successes: Making Waves Academy continues to offer students with a broad range of courses, interventions and extracurricular programming during ongoing and persistent teacher shortages. School-site administrators launched the year in the classroom, as teachers, to ensure students' return to campus maximized both their academic and social-emotional wellness. The implementation of a new social-emotional advisory program for students and mindfulness professional development series for staff continues to support our holistic approach to onsite learning.

Challenges: Making Waves Academy is not immune to the impact of the national teacher shortage. As such, we started the year with twelve vacant classroom positions, which were covered by credentialed administrators and substitutes. The impact of these vacancies paired with student and staff Covid quarantines led to a three day school closure as we did not have the staff required to safely operate onsite. The original Making Waves academic calendar exceeded the required 175 days for charter schools, so we did not dip below the required number of instructional days in that fall closure. In addition, the beginning of Semester 2 has been greatly impacted by many staff and students needing to quarantine due to the surge in COVID rates related to the Omicron variant. As such, our January opening was delayed and we are working with the state and county around next steps.

Implementation of the ESSER III Expenditure Plan
Successes: The programs and resources prioritized by our community partners continue to prove invaluable as we continue to support the health, academic, and social-emotional needs of our students. Student survey data, as well as our ASB board updates, both illustrate how critically important students believe weekly surveillance testing is to their sense of safety while on campus.

Challenges: Making Waves Academy has seen a noticeable increase in behavioral infractions and high level holistic support needs upon returning to onsite learning. As we continue to expand our holistic services team, we will prioritize additional professional development opportunities for teachers and parent workshops to collaboratively meet the social-emotional needs of our students.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Making Waves Academy considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. Some examples of how these additional funds are aligned are:

Safe Return to In-Person Instruction and Continuity of Services Plan: Making Waves Academy used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by continuing to optimize for safety, academic rigor, and social-emotional wellbeing. Upon returning to campus, the community prioritized health and safety routines, expectations, and procedures (REPs) for both students and staff to mitigate the transmission of Covid-19. The onboarding of the Director of Academic Support Services leads our academic instruction team in evaluating and modifying the targeted interventions offered to all students during both core day and supplementary programming. The expansion of our holistic support services team and student-facing advisory programming have helped both students and staff transition back to campus amidst continued stress associated with the Covid-19 pandemic. The implementation of these additional funds received in the 2021-2022 school year is specifically aligned with and builds onto our LCAP Goal 1, which focuses on maintaining and improving basic conditions of learning (LCFF Priority 1).

ESSER III Expenditure Plan: Making Waves Academy used its fiscal resources to implement the requirements of the ESSER III Expenditure Plan by creating a COVID Response Team, led by our school nurse, that monitors weekly surveillance testing of all students, facilitates contact tracing when required, and manages the sanitation protocols for our campus. This implementation of these additional funds is in alignment with and builds onto our LCAP Goal 1, which focuses on maintaining and improving basic conditions of learning (LCFF Priority 1). We are actively reviewing student academic performance to implement the appropriate Academic Intervention Services including Acceleration Academy during both President's Week and Spring Break. This is in alignment with and builds onto our LCAP Goals 4, 7, and 8, which are focused on increasing student achievement, ensuring a broad course of study, and related pupil outcomes. Additional funds have been prioritized for the adoption of a SEL curriculum for advisory instruction as well as monthly mindfulness training sessions for faculty and staff. This is in alignment with our LCAP Goals 5 and 6, which are focused on increasing student engagement and improving school climate, including through SEL initiatives such as advisory instruction.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:
- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Making Waves Academy	Alton B. Nelson, Jr. Chief Executive Officer	anelson@mwacademy.org 510-262-1511

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Making Waves Academy (MWA) is a 5th through 12th grade public charter school in Richmond, CA, authorized by the Contra Costa County Office of Education starting in 2007. The Making Waves Academy mission is to rigorously and holistically prepare students to gain acceptance to and graduate from college, to ultimately become valuable contributors to the workforce and to their communities. Our mission was established in an effort to address the disparity in educational opportunity that exists between urban and suburban youth.

Our goal is for at least 70% of our students to earn an appropriately challenging post-secondary degree, and graduate with minimal college debt. Our high school graduation requirements are aligned with California's "a-g" college admissions criteria, thus enabling nearly 100% of our graduates every year to have the option to apply to college as one of their post-secondary pursuits. And, we embrace and support students pursuing differentiated college and career pathways that include college, vocational training and certification, military service, etc.

To this end, we provide students and families with access to a variety of holistic support services and academic programming and support throughout their time with us. These offerings include rigorous instruction, art and enrichment programming, athletics, parent education opportunities, social-emotional education and support, psychological support, and college and early career counseling.

In the 2021-22 school year, 1,124 students enrolled at Making Waves Academy (as of October 6 Census Day). Of the 1,124 students enrolled, 81% qualify for free or reduced-priced meals (FRPM); 19% are English Learners (with about 30-35% of each incoming 5th grade class classified as ELs and less than 5% by 12th grade), 0.5% are foster youth and approximately 8% are students with disabilities. Our student body includes: 84% Latinx students, 9% African American students, 2% Asian American students, and 5% who identify with other categories.

We provide individualized support for college and career planning. Our college guidance emphasizes finishing within six years and with minimal debt (less than $20,000).   In 2020-21, 95% of our seniors had a post-secondary plan, with 17 of them admitted to UC Berkeley.

MWA received its six year Western Association of Schools and Colleges (WASC) accreditation renewal beginning in fall of 2020. Our primary goals in serving our students were formed through the WASC process, and approved by the MWA board. They are as follows:

1. Support for All Learners: Develop and refine vertically aligned programs to support all learners.

2. College and Career Readiness: Refine holistic support for college and career readiness that builds all students' capacity for graduation and success beyond high school.

3. Diversity, Equity and Inclusion: Create a safe, inclusive and high performing environment for all students and adults that is informed through the lens of diversity, equity and inclusion.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Despite the on-going pandemic and the challenges of distance learning throughout 2020-21 and the return to in-person instruction in 2021-22, there are a number of successes to celebrate this year.

In 2020-21, 88.5% of Making Waves Academy students graduated with their high school diploma, with approximately half of the remaining students either completing, or projected to complete, in the 2021-22 school year. Even with the incredibly difficult school year and impact of the pandemic, we maintained our goal of 95% of graduates having a post-secondary plan. Over the last six years, college admission rates for Wave-Makers have risen, with the overall rate for the Class of 2021 landing within our target range of 60-70%, indicating an optimal mix of offers from target, reach, and safety schools. The Class of 2021 submitted applications to 90 institutions, with college-going graduates applying to an average of 8 schools. Based on college commitment data, the Class of 2021 is expected to have an estimated college completion (ECC) rate that outperforms prior cohorts, meeting our growth expectations for the ECC over time.

We were able to administer the MAP math and STAR reading assessments to the majority of our students at the start of this year. This allowed us to establish a baseline of student data at the start of the year, to understand student academic needs as they returned to on-campus learning, and to assign students different tiers of support in our Marlin Hour/DTI periods.

Students participated in consistent, daily advisory periods, allowing for students to connect with one another and their advisors; rebuilding connections has been an important part of the return to on-campus learning. The expansion of the social worker team this year allowed for an increase in the students served with both short- and longer-term support through the social work department.

On-campus learning and engagement was also supported by our COVID-reponse team, including our school nurses and members of the HR and Operations teams. They helped coordinate and monitor weekly COVID-testing for students, contact tracing for students and staff, vaccination requirements for staff, and monitored and revised policies to remain in alignment with state and county COVID guidelines.

A large part of student resilience and efficacy during this challenge season, and always, is parent partnership. This past year our Parent Academy launched with a pathway for parents to take 6 hours' worth of workshops on social-emotional support for their students. Additionally, parent involvement in the ELAC, B/AAPAC, and on the School Site Council was instrumental in supporting student success.

Because our WASC goals align with our LCAP goals, it is important to mention that making adequate progress on our WASC goals constitutes an LCAP success as well. Our progress in support for all learners, college and career readiness, and diversity equity, and inclusion is incredible. Despite the many challenges of the return to onsite learning, such as teacher and leader vacancies, COVID-induced pauses in the academic calendar, and the overall wellness of students and of adults within the community, goals and success indicators have been prioritized, and are being monitored as a part of the WASC/LCAP process.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Many elements of the Dashboard have been suspended due to COVID-related issues. However, we have been able to identify a number of areas of need based on local data and some state data that would normally be included on the dashboard.

Like many schools, we saw a decrease in the number of students demonstrating proficiency on state and local assessments (including ELA SBAC and math SBAC) during distance learning, and upon the return to on-campus learning. In particular, Making Waves Academy has identified significant need for improvement in Math achievement for all student groups. The most recent baseline data indicates that 16% of students scored as proficient (level 3 or 4) on the Math SBAC in 2020-21, with an average "Distance from Standard" of -93.3. This data was used to increase the designated/targeted interventions that happen in Math, and to increase and focus professional development offerings.

An additional need is to assess the rigor of classroom tasks, as well as identify more strategies for progress monitoring, using data to inform instruction, and professional development on differentiating instruction and interventions.

Improving attendance and decreasing chronic absenteeism has also emerged as a significant need during COVID and the return to in-person instruction. Chronic absenteeism has increased significantly this year, due in large part to the number of COVID-related absences (quarantines, etc.). We have seen an increase in both excused and unexcused absences during this period, leading to a reinvigoration of our SARB process at the start of 2022.

While many students thrived with the return to on-campus instruction, the transition back to campus was challenging for some students. Re-establishing the norms and expectations of life on campus was an evolving challenge through the year, as seen in an increase in some maladaptive behaviors among some students and a need for increased student support. Mid-year resignations and staff vacancies in teacher and leadership roles also placed strains on many systems this year, leading to the implementation of various contingency plans to support students, teachers, and staff.

Data has shown that there are significant gaps in unfinished learning, and in learning loss for all students, but critical learners are disproportionately in need of specific interventions. Everything from the curriculum to the intervention program model is currently under internal review. An area of critical need is to launch an intervention program and a holistic services experience that is tightly aligned to Multi-Tiered Systems of Support (MTSS), that is reflective of parent, student, and faculty voice, and that supports the progressive growth of our Wave-Makers. Needs analysis for our unduplicated students highlighted performance gaps for our English Learner students compared to other student groups across multiple academic domains, as well as some performance gaps for our low-income students compared to non-low-income students. Educational partners have also shared with us unique obstacles and barriers students from these groups are facing. See the "Increased and Improved Services" section for more about how we are attempting to respond to these needs.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Local Control and Accountability Plan (LCAP) is a plan of actions to raise the academic performance of all students. Our LCAP functions as a strategic planning tool, as a mechanism for engaging with educational partners, and as an important part of the accountability process.

As a single-school Local Education Agency (LEA) we fold our federal "Title" monies and related requirements for the School Plan for Student Achievement (SPSA) into our LCAP. Making Waves Academy operates a Title I Schoolwide Program (SWP), designed to improve academic achievement throughout the school so all students, particularly the lowest achieving students, demonstrate proficiency on the state's academic standards. As part of this, we conducted a needs assessment, including analysis of our state and local data, to look for successes, challenges, and areas for improvement (including performance gaps for specific student groups). We used this needs assessment to help drive decision-making around actions to make sure that we are addressing the needs of all students by utilizing evidence-based strategies to provide opportunities for all students. We will monitor LCAP implementation and progress through reviewing measurable outcomes on each of our LCAP metrics, as well as additional internal data (e.g., interim and diagnostic assessment data) and involve parents, students, teachers, administrators, and other staff in this ongoing monitoring and evaluation process.

One major highlight is the LCAP engagement calendar. We were able to meet with various educational partners, such as the English Learner Advisory Committee (ELAC), the Black/African-American Parent Advisory Committee (B/AAPAC), the larger parent body, and staff, to host smaller group feedback and input sessions in addition to our large LCAP engagement event that is intended to serve the greater body of educational partners.

Our 8 LCAP goals continue to be directly aligned with the 8 state priorities. This year, we have gone beyond simply listing the language of the state priority as our goal, to more clearly articulating what we hope to accomplish in each priority area:

Goal 1: Basic Conditions: Provide an effective infrastructure and systems to support basic conditions of learning (credentials, facilities, and instructional materials) to be met or exceeded.

Goal 2: Implementation of Academic Standards: Build teacher and leader capacity to effectively develop, implement, and refine vertically-aligned, standards-based learning for all students, including English Learners.

Goal 3: Family Partnerships: Promote, increase, and deepen participation in family engagement events and opportunities for parent and guardian engagement through intentional and mission-aligned opportunities for involvement and expanded avenues for family input on school decision-making.

Goal 4: Student Achievement for College and Career Readiness: Support student achievement across multiple measures so that each learner can make progress towards high school completion and have opportunities to demonstrate college and career readiness.

Goal 5: Student Engagement: Support student engagement, increased student attendance, and retention of students at Making Waves Academy from 5th grade through high school graduation.

Goal 6: School Climate: Create a safe and inclusive environment of achievement and student success, informed through the lens of diversity, equity, and inclusion, to holistically support students and adults, and maintain a healthy school climate.

Goal 7: Course Access: In order to prepare all students for college and career, maintain and expand access to a broad course of study.

Goal 8: Academic Growth: Support all learners to enable growth in academic student outcomes.

A final highlight is that compared to previous years, we have greatly increased the percentage of our LCFF funds that are accounted for in our LCAP and directly tied to LCAP actions, to increase transparency about our spending and alignment between our plans. We have also significantly expanded our discussion of how we are spending our supplemental and concentration grant funds to support our English learner, low-income, and/or foster youth students (see "Increased and Improved Services" section for details).

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

MWA was not identified for Comprehensive Support and Improvement, making this section not applicable.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

MWA was not identified for Comprehensive Support and Improvement, making this section not applicable.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

MWA was not identified for Comprehensive Support and Improvement, making this section not applicable.

Engaging Educational Partners

The LCAP was developed with input and/or meaningful consultation with families (including families that speak languages other than English), school and central office administrators (including special education administrators), teachers, students, school leaders, other educators, and other school staff.

Our LEA held a series of engagement meetings and solicited participation via surveys throughout the school year to provide opportunities for community members to share input on successes, challenges, and needs. These included five Saturday Parent Meetings, monthly Coffee Talk and Chat & Chew workshops with families, a series of Board of Directors listening sessions with faculty and staff, and a staff task force led by our Senior School Director. These various engagement and input efforts, in combination with our more explicitly-themed LCAP engagement sessions, allowed educational partners to share needs and input that inform various components of the LCAP.

We presented our LCAP mid-year update, along with the LCAP supplement, and solicited input, at our School Site Council (SSC) meeting on January 20, 2022 and to our Board on January 27, 2022. During Spring 2022, we provided multiple opportunities for community members to contribute additional input before the LCAP was finalized. We launched our LCAP Community Engagement with a forum hosted by our SSC on March 31, 2022. Our SSC is composed of elected parents, teachers, staff, and students. The majority of participants in this LCAP forum were parents and this group served as our LCAP Parent Advisory Committee. We hosted additional LCAP engagement events in April, with our English Learner Advisory Committee (ELAC), Black/African American Parent Advisory Committee (BAAPAC), and with teachers and staff. We have posted the LCAP draft on our school website to invite opportunities for additional community feedback. We will also present the LCAP draft at a public hearing at our Board Meeting on May 5, 2022 and consult with our SELPA (Special Education Local Plan Area) partners.

At our LCAP engagement events, community members reviewed metrics, worked on identifying needs, proposed actions to meet those needs and suggested potential revisions to current and proposed LCAP plans. In addition to these meetings, surveys were distributed to gather input for our LEA plans from the greater school community.

Upon review of the feedback collected by our educational partners, several themes emerged within and between participating groups. In an effort to improve teaching and learning at Making Waves Academy, educational partners recommended we invest in hiring and retaining a diverse faculty, prioritize the continued professional development and coaching of our instructional team, and reevaluate our framework for academic intervention (DTI and Marlin Hour). Educational partners, particularly families and parents, have called for increased opportunities for parent involvement, activities, and engagement. Another theme that emerged from educational partner feedback was a need to further develop the social-emotional learning tools provided to Wave-Makers, including providing curriculum for the advisory period. Educational partners, families and faculty alike, would like to see the school implement a 5th-12th grade behavior management framework that supports

and reinforces the unique needs of students as they progress through Making Waves Academy, including the use of positive incentives and motivation and a focus on student/campus safety. Finally, there is strong interest within the Making Waves Academy community to expand the opportunities for students, beginning in middle school, to explore a variety of activities while at Making Waves and prepare for various post-secondary pathways.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

We have responded to the feedback from educational partners, described in the previous prompt, by making a number of key revisions to this year's LCAP. In fact, every one of our eight LCAP goals underwent some revision based on the specific input of our educational partners.

Aspects influenced by feedback related to academics:
Teacher recruitment/credentials: Action 1.4 describes our continuing partnership with the Alder Teacher Residency program and with CCCOE Teacher Induction Program, including utilizing external mentors when needed to expand the number of teachers we can support with induction.

Instructional coaching, professional development, and collaboration: Actions 2.5 (Instructional Coaching and Professional Development) and 2.6 (Math PD and coaching) have both been added in response to this feedback. Next year's PD calendar will be aligned with the assessment calendar to ensure timely collaborative data analysis. In addition, we are committing to at least monthly observation and feedback to all teachers, a practice that was less consistent this school year.

College and career: Action 4.4 (Post-secondary planning) now includes both the work we are doing in the upper school to help students create post-secondary plans that can encompass multiple pathways, and the creation of school-wide scope and sequence for college and career, which will expose students to these issues (in different ways) starting in middle school.

Expand course offerings: We have developed plans for expanding courses in 1) languages other than English; 2) visual and performing arts; 3) Career Technical Education; and 4) dual enrollment through a partnership with a post-secondary institution. (See Actions 7.3, 7.4, and 7.5). That said, while we have developed plans for increasing the variety of courses offered, the introduction of new courses for student enrollment is dependent on at least three conditions that we must optimize for: 1) a "guaranteed and viable" schedule that allows for a-g completion in a timely manner; 2) input from educational partners; and 3) the labor market and our school's ability to find and nurture talent.

Challenges with Marlin Hour/DTI (intervention) block: Parent and teacher educational partnership feedback highlighted ongoing challenges with our intervention programs offered through the Marlin Hour/DTI blocks. Action 8.2 describes our plans for academic intervention, including the plan to research and prepare for a pilot of intervention curricula (prioritizing ELD and math interventions).

Aspects influenced feedback related to school climate or student engagement:
Parent engagement: In light of ongoing input about family engagement, we substantially revised Goal 3, both in our initial drafts and continuing with revisions after educational partner events. Action 3.1 (Participation Opportunities) now highlights family workshops, our plans to involve parents in planning some events; and our commitment to gathering feedback from families throughout the year.   Action 3.2

(Family Engagement) describes a significant reorganization of school leadership vis-a-vis parent engagement, which next year will be held through the new Assistant Principal roles, with each Assistant Principal leading family engagement for their grade cluster.   Action 3.4 (Parent Leadership) details the plans for relaunching the Parent Wave Representative role, in addition to continuing other parent leadership opportunities. Action 3.5 introduces a new parent communication tool (Bloomz). Action 3.6 affirms our ongoing commitment to providing translation and interpretation services to support our many families who speak languages other than English. Based on educational partner suggestions, we also added parent-elements into 8.4 (share assessment results with families) and 6.3 (to share safety and connectedness data with families) and 2 new metrics in goal 3 (measuring family engagement and satisfaction).

Student activities: We added in Action 5.4 (Student Activities Coordinator) and have included middle school as part of this role (which had previously been limited to upper school)

Advisory curriculum: Action 6.2 describes plans to select and pilot curricula for the advisory period.

Student safety, behavior, and incentives: Action 6.7 encompasses both our new software for tracking behavior data ("Kickboard") and our Dean of Students' plans to start developing a Positive Behavior Intervention and Supports (PBIS program), which involves proactive incentives and supports as well as tiered responses and interventions. PBIS is also discussed in action 5.1 as part of our plan to improve attendance. We have also redesigned the Campus Supervisor role, introduced a lead supervisor role, and increased in number of supervisors (Action 6.6), expanded the number of Deans at the school (Deans support with many actions, including 5.1, 5.2, 6.1, 6.2, 6.3, 6.5, and 6.7), and maintained the additional social worker (action 6.4)

Goals and Actions

Goal

Goal #	Description
1	Basic Conditions: Provide an effective infrastructure and systems to support basic conditions of learning (credentials, facilities, and instructional materials) to be met or exceeded.

An explanation of why the LEA has developed this goal.

This goal aligns with State Priority 1 (Basic Conditions of Learning). This goal encompasses both the maintenance of conditions that are already strong (e.g., world-class facilities and learning spaces) as well as areas in which we have identified needs (teacher credentialing, staff recruitment and retention).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards-aligned instructional materials in all subject areas	Aligned curriculum in ELA, Science, Spanish, Health and Wellness, Art, Music.	100% of students have access to standards-aligned curriculum and materials in all subjects (2021 SARC).			Standards-aligned, culturally responsive curriculum in all content areas.
Human Resources: Percent of teachers who are credentialed and appropriately assigned	Original: Our systems are built, and being implemented. Revised: 75% in 2019-20 (SARC)	75% in 2020-21 (SARC) 74% in 2021-22 (internal data)			100% of teachers appropriately assigned and making adequate progress towards their credential pathway.
Original: Schedule for routine maintenance of key structural,	Original: Our systems and approach is being implemented.	All facilities systems rated "Good"; overall rating of "Exemplary."			Original: Buildings remain in good repair.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
equipment, appliance and operational elements of the facility. Revised: Results of annual Facility Inspection Tool (FIT)	Revised: All facilities systems rated "Good"; overall rating of "Exemplary." (2020 FIT)	(2021 FIT, reported in SARC)			Revised: Maintain all facilities systems rated "Good"; overall rating of "Exemplary" on FIT.
Teacher retention rate	Retention rate from 2020-21 to 2021-22 school year was 74%	n/a (first year of implementation of this metric)			Meet a minimum retention rate of 80%.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Credential process	The Human Resources Department (HR) monitors compliance to CTC and AB1505 requirements to support the internal credentialing process of mission-aligned new and aspiring teachers: 1. Actively participating in the hiring/screening of MWA faculty candidates to assess valid teacher credentials. 2. Supporting presently employed educators to make adequate progress towards their credential by guiding them through applications/requirements for permits and/or waivers that allow them to teach in the State of California. For those who do not yet hold a "clear" credential status, HR monitors the issuance of the credential, permit, or waiver types until the educator reaches clear credential status, and supports teachers with obtaining a mentor as part of the Teacher Induction Process. In the event that an educator is unable to meet certain milestones towards	$159,628.00	No

Action #	Title	Description	Total Funds	Contributing
		earning a clear credential on their own, HR creates a teacher plan that outlines milestones, deadlines, and expectations that must be met to continue employment at MWA.		
1.2	Facilities conditions and review plan	Maintain excellent facilities. Create and implement a Facilities Review Plan addressing: 1. Routine maintenance and inspection of key safety materials, equipment, appliances, and other operational elements of the facility. 2. Preventative maintenance schedule for the year. 3. Annual inventory of furniture, equipment, and appliances that are required for continuity of learning.	$1,949,101.00	No
1.3	Review and adopt curriculum	1. Follow the Annual Curriculum Review & Adoption Plan and work with the board Curriculum and Instruction Review Advisory Committee. 2. Pilot and review a new upper school math curriculum. 3. Plan for integration of Ethnic Studies standards. 4. Develop a rubric to evaluate current and future curriculum for academic rigor, cultural relevance, and student outcomes. 5. Conduct an annual hearing regarding sufficiency of textbooks and learning materials to support all students having access to standards-based instructional materials.	$158,100.00	No
1.4	Teacher residents and teacher induction	Build out our pipeline of diverse mission-aligned, fully-credentialed teachers who reflect the cultural diversity of our Wave-Makers, through: 1. Teacher Residency Program: Continue partnership with Alder GSE to refine the essential elements of our teacher residency program. Under the direct supervision of the onsite Director of Teacher Residency and the Alder partnership, all Residents commit to a	$451,080.00	No

Action #	Title	Description	Total Funds	Contributing
		rigorous and supportive program that develops highly effective teachers ready to step into the classroom as certificated teachers. Residents also learn MWA's mission and approach, including cultural competency, social-emotional learning, and growth mindset. Support that residents receive include an experienced mentor teacher at MWA, test support, and financial aid support for individual residents related to test preparation materials and supplies. 2. Teacher Induction Program (TIP): HR staff partners with school leaders to identify teachers eligible for induction (the process that leads to a clear credential), and communicates eligibility to the CCCOE for assignment and mentor matching. To maximize the number of mentors available, MWA has expanded our partnership with CCCOE, utilizing external (and internal) mentors for our induction program. The number of TIP placements each school year varies based on needs and internal and external mentor availability. All costs associated with TIP are covered by MWA.		
1.5	Enrichment Curricular Programs	Refine middle school enrichment programmatic curriculum to address both the academic and social-emotional needs of students.	$20,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There are no substantive differences between planned actions and actual implementation of these actions. Successes with implementation include continued strong monitoring of credentialing updates by our HR team, systematic work by our operations team to make sure facilities remain ready and safe for students and staff with the return to in-person learning amidst the continuing context of COVID, and continuation of the curriculum review process. Challenges with implementation include the immense amount of additional work that our operations and HR teams have had to do this year, compared to previous years, related to COVID testing, contact-tracing, quarantining and the like.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between our budgeted and estimated actual expenditures or improved services.

An explanation of how effective the specific actions were in making progress toward the goal.

In anticipation of the unique nature of this academic year, the Making Waves Academy leadership team committed to prioritizing safety, rigorous instruction, and the social-emotional wellness of our community. As we prepared to welcome Wave-Makers back to campus, after over 15 months away, both the adult and student community experienced many anticipated and several unexpected challenges.

Despite the many challenges experienced this year, including both faculty and leadership vacancies, we have prioritized actions that support on-site teaching and learning. We prioritized the adoption of a standards-aligned middle school (6-8th grade) social studies curriculum, and we are in the process of researching curricula for both our 5th grade social studies and science programs. We plan to request new curricula for upper school Spanish and psychology during the spring 2022 Curriculum and Instruction Review Advisory Committee (CIRAC) meeting and will pilot a new upper school math curriculum next school year (AY22/23). Through ongoing collaboration between the Academic Instruction Team, Human Resources Team, and Talent Team, we are able to recruit, hire, and assign teachers to instructional assignments that align with their expertise and credentialing. In 2021-22 (as of 1/10/22) 73% of teachers (45 out of 62) are fully credentialed and appropriately assigned; 3 others are fully credentialed, but inappropriately assigned (out of subject matter; on plans/working on securing appropriate authorization), and the remainder are not yet fully credentialed.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We refined the language of Goal 1 this year, moving from just listing the state priority to more clearly stating what we want to achieve, related to this priority: "Basic Services: Provide an effective infrastructure and systems to support basic conditions of learning (credentials, facilities, and instructional materials) to be met or exceeded."

Given identified needs to increase teachers who are fully credentialed, fill staff vacancies, and retain teachers and staff each year, we added and revised some metrics to measure our progress in this area. We added a metric to track year-to-year teacher retention, as this is an area we hope to improve. We also revised our other metrics for Goal 1 to make them more measurable. To do this, we revised the human resources metric to include the percent of teachers who are credentialed and appropriately assigned, and revised the facilities metric to utilize the Facilities Inspection Tool (FIT) results for facilities, and associated baseline data. We combined elements of some overlapping actions from the 21-22 LCAP in order to add clarity to the plan:

(a) Previous actions 1 and 4 are combined into 2022-23 Action 1.1: Credential Process, pulling out a new/separate Action 1.4: Teacher residents and teacher induction;
(b) Previous actions 2 and 5 are combined into 2022-23 Action 1.2: Review and Adopt Curriculum; and

(c) Previous actions 3 and 6 are combined into 2022-23 Action 1.3: Facility Conditions and Review Plan, which we also condensed. The goal of these shifts was to reduce redundancies, use clearer language, and to make the plan more accessible for educational partners, but the substance of the actions remained largely the same, unless otherwise noted.

Action 1.2 (Review and Adopt Curriculum) this year calls out our plans to pilot a new upper school math curriculum, responding to the identified needs around math achievement (the middle school recently adopted a new math curriculum as well), and also highlights our plans to pilot the integration of ethnic studies standards into planning and teaching. Action 1.5 (Enrichment Curricular Programs) now highlights our plans to refine middle school enrichment curriculum and options. (See also Goal 6, Action 6.2 for plans for advisory curricula).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Implementation of Academic Standards: Build teacher and leader capacity to effectively develop, implement, and refine vertically-aligned, standards-based learning for all students, including English Learners

An explanation of why the LEA has developed this goal.

Goal 2 aligns with State Priority 2 (Implementation of Academic Standards). In this goal, we focus on continuing and expanding our professional development around common core standards in ELA and math, NGSS science standards, and history-social science standards and framework. Since math has been identified as an academic area of particular need at Making Waves, we have also added specific metrics and actions related to building teacher and leaders' math pedagogy, knowledge, and skills. This state priority also calls for us to specifically suppoprt English Learner students in having access to all state standards and are able to gain academic content knowledge and English language proficiency. English Learner students are an important subgroup of our student population, so we have some specific metrics and actions related to supporting this group of critical learners. This allows us to respond to a key area of identified need: narrowing or closing opportunity and achievement gaps in academic data for our English Learner students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELD training and progress monitoring	Money allotted in the budget is utilized for state purposes for equipment, materials, and training. 80% or more of the Professional Development plan is implemented 100% or more of the progress monitoring system for English	100% of the Semester 1 Professional Development plan was implemented with fidelity (2021-22). 100% of progress monitoring system for English Language Development implemented (2021-22).			Original: All staff are coached regularly on implementation of ELD professional development. Revised: All appropriate staff delivering ELD support are evaluated and meet expectations for proficient instruction and support.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Language Development is implemented.				
English Learner Progress Indicator (ELPI) (percent making progress toward English Language Proficiency)	44.8% (2019 ELPI) ELPI is not currently being calculated on the California School Dashboard due to COVID-related suspension of some dashboard elements; however, 39% scored level 3 and 24% scored level 4 on 2021 Summative ELPAC.	n/a (first year of implementation for this metric)			50% "making progress" on English Language Progress Indicator (ELPI).
English Learner (EL) reclassification rates	Original: 70% of ELs reclassify by end of 8th grade. Corrected: 55% of Wave 21 ELs reclassified by end of 8th grade (2019-20). 13% of MWA English Learners (all grades) reclassified (2019-20).	36% of Wave 22 ELs reclassified by the end of 8th grade (2020-2021). 9% of MWA English Learners (all grades) reclassified (2020-21).			Original: 80% reclassification rate by 8th grade Revised: 50% reclassification rate by 8th grade 15% annual reclassification rate (all grades)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards-based professional development	42% of teachers reported that a professional development session increased their understanding of a core competency for teaching and learning. (2021-22 school year, August PD survey)	n/a (first year of implementation of this metric)			80% of participants believe the professional development session will directly impact their classroom instruction and/or learning environment.
Math coaching and professional development	80% of our math teachers participated in targeted math professional development, including individual coaching. (2021-22)	n/a (first year of implementation of this metric)			100% of math teachers will participate in a cadence of math coaching in conjunction with our teaching and learning cycle.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	ELD data analysis and implementation of success metrics	Develop individual learning plans for each English Learner student. These plans will include: individual growth goals based on diagnostic data and semester grades, reclassification targets, and a student-created strengths index.	$18,647.00	Yes
2.2	ELD Professional Development	1.Provide annual training of ELD Coordinator, faculty, and staff on ELD standards and best practices. 2.Provide opportunities for ongoing professional development for faculty, admin, and the ELD coordinator through site-based and off-site training.	$13,985.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3.Implement ongoing formal and informal observation and feedback. 4.Implement a teacher evaluation tool that addresses the use of adopted ELD best-practice instructional strategies and ELD Standards. 5.Share best-practices in ELD strategies through presentations to the faculty throughout the year.		
2.3	English Learner Program	1. The EL Coordinator works in conjunction with the Intervention Services Coordinator to ensure all ELs are placed in designated ELD courses. ELD teachers will receive ongoing professional development and coaching to support the ELD instructional strategies to support students' proficiency in all four ELD domains. 2. MWA will continue to maximize the impact of our integrated ELD program by requiring all content teachers to demonstrate how they plan to ensure ELs have the supports required to fully access grade level content. 3. In order to support the continual improvement of our ELD program, the ELD Coordinator will share EL performance trends, programmatic strengths, and challenges with the ELAC committee, school leadership, and MWA board.	$60,409.00	Yes
2.4	English Learner Reclassification	1.Create a "guaranteed and viable" ELPAC testing schedule. 2.Support EL students and families with understanding the criteria for reclassification as well as their individual student(s) reclassification plan.	$18,453.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3.Create milestones throughout the school year that act as indicators of progress towards meeting and exceeding annual growth targets. 4.Present updates to parents, ELAC, MWA Board, and CEO. 5. Monitor reclassified students' progress for at least 3 years after reclassification and provide appropriate supports as needed.		
2.5	Instructional Coaching and Professional Development	1. The 2022-23 professional development calendar will include a series of training sessions designed to deepen teachers' understanding of their grade-level standards and analysis of data related to student mastery and growth. 2. Plan, schedule, and implement a monthly cadence of formal and informal observation of and feedback to teachers based on the teaching and learning cycle. 3. Include within formal teacher observations and lesson planning documents a section that addresses teacher efficacy with implementation of state standards.	$212,100.00	Yes
2.6	Math PD and Coaching	Math teachers will have the opportunity to participate in curricular training and professional development designed to support teachers' conceptual understanding, support student mathematical reasoning, and respond to real-time formative assessment data to support all learners.	$58,264.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We experienced some challenges with implementation of this goal related to staffing. In the absence of an English Language Development (ELD) coordinator for much of the year, and due to some COVID-related limitations on travel, we had to scale back the scope of some actions associated with this goal.

Action 2.1: we did not create a visiting committee to other schools.

Action 2.2: we did not fully implement an ELD observation tool or offer off-site ELD professional development.

However, the core functions of our ELD program, and the 3 actions in this goal in the 21-22 LCAP, were successfully implemented and maintained. This includes analysis of English learner data, implementation of designated ELD programs, and continued monitoring of students who have been reclassified.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between our budgeted and estimated actual expenditures or improved services.

An explanation of how effective the specific actions were in making progress toward the goal.

This year we continued to align our designated English Language Development program with our framework for Intervention Services. All English Learner (EL) students are enrolled in our ELD program occuring during Differentiated Tiered Instruction (DTI) in the middle school and Marlin Hour in the upper school. Faculty received ELD instructional support in the form of professional development and individual support, as required. Our Director of Academic Support Services served as the case manager for our English Learners (ELs) and facilitated ELAC meetings. Our efforts are highlighted in our Semester 1 reclassification rate of 8.7%, which is on par with our overall reclassification rate during remote learning, and is on track to increase by the end of the year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We refined the language of Goal 2 this year, moving from just listing the state priority, to more clearly stating what we want to achieve, related to this priority: "Implementation of Academic Standards: Build teacher and leader capacity to effectively develop, implement, and refine vertically-aligned, standards-based learning for all students, including English Learners."

In Goal 2, we added three new metrics. First, we added the English Learner Progress Indicator (ELPI), a state indicator that will be helpful for tracking the year-to-year progress of our English Learners on the ELPAC assessment. We also added in two metrics designed to track the implementation and effectiveness of our professional development offerings, a key component of this goal's focus on building teacher and leader standards-based strengths.

We moved the metrics and actions related to English Learner progress that were previously listed in our Goal 4 into this 2022-23 Goal 2, so that we can centrally track our key EL metrics and actions under one goal, to add clarity and ensure these receive the focus they need and deserve. These were the reclassification metric, as well as 21-22 Actions 4.4 (English Learner Program) and 4.5 (English Learner Reclassification). We also corrected the baseline data for EL reclassification metric, to ensure it was accurate. Goal 2 now includes four action areas specifically related to English Learners: 2.1: ELD Data Analysis and Success Metrics; 2.2: ELD Professional Development; 2.3: English Learner Program, and 2.4: English Learner Reclassification. The general areas of the English Learner actions remained the same, but the specific details were revised to reflect some key practices for AY 2022-23: developing individual learning plans for each EL student as well as affirming our commitment to provide EL professional development, observations and evaluation, related to EL best practices and standards. In addition, there are other schoolwide actions throughout the LCAP that will benefit our English Learner students that are responsive to identified needs and opportunity gaps; see "Increased and Improved Services" section for more details.

We also have added 2 broader actions related to teacher and staff professional development more generally. Action 2.5 focuses on deepening teacher and leader knowledge and skills related to implementation of state standards through observation, feedback, and professional development; Action 2.6 specifically highlights planned work with Math PD and coaching, as math has been an identified area of need for multiple years now.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Family Partnerships: Promote, increase, and deepen participation in family engagement events and opportunities for parent and guardian engagement through intentional and mission-aligned opportunities for involvement and expanded avenues for family input on school decision-making.

An explanation of why the LEA has developed this goal.
This goal aligns with State Priority 3 (Parent Involvement and Engagement). This priority involves building relationships between school staff and families, building partnerships for student outcomes, and seeking input for decision-making. Parent-engagement and involvement has long been a strong, central value at Making Waves Academy. We have encountered new challenges, and new avenues for communication, with family engagement during the pandemic. Providing additional opportunities and avenues for engagement and input has also been identified by family educational partners as a needed area for growth and improvement. So, our metrics and actions for this goal attempt to build on past successes and also provide some new, expanded directions. This includes refreshing the role of family wave representatives, rolling out a parent communication tool, and reorganizing the placement of school leaders with respect to family communication and engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance data for family meetings	"Good" family participation (2020-21)	We saw increased family participation in parent meetings (Saturday parent meetings, monthly coffee talks and "chat and chew" parent workshops) in AY21-22 compared to previous school-year.			Original: "Strong" family participation. We hope to see increased participation in family engagement events. Revised: "Strong" parent participation (80% or more families participate in family meetings.) We hope to see increased

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					participation in family engagement events.
Parent Climate Survey data (% participation, and % who are satisfied with opportunities for for participation and input)	Survey data not yet available.	n/a (first year of implementation of this metric)			80% of parents participate in survey. 60% or more of parents share a high satisfaction rating.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Participation opportunities	1. Refine and develop a plan for family workshops. Survey parents for workshop interest. Confirm dates in master calendar and market to families. 2. Provide opportunities for parents to engage in organizing and facilitating school events, including on-campus events if health and safety conditions permit. 3. Conduct family feedback surveys and/or town halls at least once per semester.	$12,589.00	No
3.2	Family engagement	In response to parent feedback, a shift in our organizational structure allows for a new role of "Assistant Principals" leading family engagement efforts for different grade-band clusters. This will make it easier for parents to know who to go to with questions, concerns, and requests for support.	$12,588.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Family engagement marketing	1. Update and refine campus signage, parent portal, calendar of events, and promotion materials for parent meetings and events 2. Send out regular and consistent update emails to parents and staff. 3. Refine the system for marketing and engaging parents for the parent volunteer system. 4. Provide outreach to varied parent groups reflecting different communities at our school, to advertise events and gather inputs for desired events.	$9,400.00	No
3.4	Parent leadership	1. Relaunch Parent Wave Representatives by hosting elections, orientation, and training. 2. Continue to support parent development and support with onboarding and sustaining parent leaders for: English Learner Advisory Committee (ELAC); Black/African American Parent Advisory Committee (BAAPAC); Gifted and Talented Education Parent Advisory Committee (GATE-PAC); Special Education SELPA Parent Representative.	$12,700.00	No
3.5	School-Home communication tool	Launch and implement a new parent communication tool (Bloomz), with coordination by the new Marketing and Outreach Manager.	$35,100.00	No
3.6	Translation	Provide translation and interpretation services for parent-advisor conferences, family meetings and documents that require translation or interpretation.	$30,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

2021-22 was a year of many substantive adjustments and pivots due to the impacts of the COVID-19 pandemic on the return to on-site learning following 18 months of distance learning. Additionally, due to COVID mitigation protocols, parents and guardians were not allowed onto campus, and in-person gathering was not permitted. Although these realities caused some challenges, while optimizing for safety, rigorous instruction, and social-emotional well-being, we were also able to maintain some meaningful family engagement. Here are some areas where we had to make some substantive changes:

Action 1: Marketing and expectations regarding parent volunteer hours (from 21-22 Action 1) were relaxed due to the limitations of the pandemic.
Action 2: Family Engagement Coordinator was a vacant position. All family engagement responsibilities have been fulfilled by the Senior School Director.
Action 4: The Parent Wave Representative leadership role was placed on moratorium (with plans to relaunch this role in 2022-23), though other leadership opportunities remained (SSC, ELAC, BAAPAC).

Successes with implementation of actions for this goal include bi-weekly communication with families, monthly parent meetings, implementation of parent academy, and continued parent participation and leadership in our parent advisory committees.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between our budgeted and estimated actual expenditures or improved services.

An explanation of how effective the specific actions were in making progress toward the goal.

Considering the challenges of the year, we made lots of successful and progressive movement with our families. Though streamlined, we were able to host five Saturday Parent Meetings, and we hosted a Coffee Talk and Chat & Chew workshop every month. There were opportunities for parents to volunteer during arrival and dismissal times. We launched our first Parent Academy pathway: a 6-hour workshop series on SEL and wellness topics over a series of Saturday meetings. All of these activities aimed to contribute to meaningful parent engagement at Making Waves Academy.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We refined the language of Goal 3 this year, moving from just listing the state priority, to clearly stating what we want to achieve, related to this priority: Family Partnerships: Promote, increase, and deepen participation in family engagement events and opportunities for parent and guardian engagement through intentional and mission-aligned opportunities for involvement and expanded avenues for family input on school decision-making.

In Goal 3, we have added an additional metric: a measure of parent satisfaction with opportunities for engagement and input, so that we have multiple measures by which we can assess our progress with this goal, beyond attendance at family meetings.

We also revised our actions for this goal. Actions 1-4 kept the same titles and general areas of focus, but we made a number of changes to the details of the actions, as educational partners (particularly parents) have encouraged growth in these domains

Action 3.1 (Participation Opportunities) we highlight family workshops and a desire to provide additional opportunities for parents to not only participate in events but also to help plan events, which was an important practice at MWA pre-COVID. Whether we are able to include on-campus events as part of this will depend on evolving COVID-related health and safety guidelines. We also commit to gathering feedback from families through surveys or town halls at least once a semester.
Action 3.2 (Family Engagement) describes a significant reorganization of school leadership roles related to parent engagement, which next year will be held through the new Assistant Principal roles, with each Assistant Principal leading family engagement for their grade cluster.
Action 3.4 (Parent Leadership) details the plans for relaunching the Parent Wave Representative role, in addition to continuing other parent leadership opportunities through our Parent Advisory Committees (ELAC, BAAPAC, GATE-PAC and parent representation to our SELPA.

Finally, we added Action 3.5, introducing a new parent communication tool (Bloomz), which will be used to expand and make more efficient our capabilities for communication between home and school, and Action 3.6, affirming our ongoing commitment to providing translation and interpretation services to support our many families who speak languages other than English.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Student Achievement for College and Career Readiness: Support student achievement across multiple measures so that each learner can make progress towards high school completion and have opportunities to demonstrate college and career readiness.

An explanation of why the LEA has developed this goal.
Goal 4 is aligned with State Priority 4 (Pupil Achievement) and with our WASC Goal 2 (College and Career Readiness), and elements of WASC Goal 1 (Support for All Learners). This goal builds on an area strength at Making Waves Academy: our high rates of high school graduation, and our college and career supports more generally. In this goal, we have a number of state and local metrics measuring students' progress through high school and preparation for their post-secondary college and career plans, with corresponding actions that highlight the work of our college and career team to monitor and support students in making progress in these areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High school graduation rate	Original: 90% or higher graduation rate for seniors Corrected: 4-year graduation rate: 93.8% (2019-20) 5-year graduation rate: 98.6% (2019-20)	4 year graduation rate: 88.5% (2020-21) 5-year graduation rate: 97.8% (2020-21)			Original: 95% or higher Revised: 4-year graduation rate: 95% 5-year graduation rate: 98%
Drop-out rate	Original: less than 7% drop out	1.1% (2020-21) (Data-quest, 5 year cohort outcome)			<1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Corrected: 1.2% (2019-20; Data-quest, 5 year cohort outcome)				
Post-secondary planning: Percent of graduates having a post-secondary plan across a range of pathways, including: (1) Four-year college or university; (2) Community college; (3) Military enlistment; (4) Job program; (5) Current job or job offer; (6) Trade program or apprenticeship; (7) Gap year program	98.8% (2019-20) 93.5% (2020-21)	n/a (first year of implementation of this metric)			95%
College and Career Indicator (CCI): Percent identified as "Prepared" on CCI	60.8% (2019) This metric is not currently published on the state Dashboard due to suspension of some elements during COVID-19.	n/a (first year of implementation of this metric)			70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	That said, a local projection shows that 37% of current seniors might have qualified as "prepared" in CCI based on a combination of A-G completion and 2021 SBAC scores criteria. (2021-22)				
Early Assessment Program (EAP) results (SBAC Math and ELA results for 11th Grade)	MAP EAP: 40% (2019) 15.6% (2021) ELA EAP: 78% (2019) 61.5% (2021)	n/a (first year of implementation of this metric)			Math EAP: 30% ELA EAP: 70%
AP exam pass rates (percent of AP test takers who passed with a score of 3 or higher)	Original: 35% Corrected: 34% (2018-19) 45% (2019-20)	21% (2020-21)			Original: AP Pass rate: 80% Revised: AP pass rate: 30%
UC and CSU eligibility	CSU eligible: 2020-21: 82.7% 2021-22: 73.6% UC eligible: 2020-21: 74.4% 2021-22: 62.1%	n/a (first year of implementation of this metric)			CSU-eligible: 75% or higher UC-eligible: 60% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathway Completion	1 completer (<1%) (2020-21)	n/a (first year of implementation of this metric)			5% of CTE participants in an academic year reach CTE completer status.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Graduation Pathways	1.Create individual graduation pathway plans for MWA upper school students that track and monitor progress towards high school graduation and post-secondary plans. 2.Provide training and support for faculty and leaders regarding: upper school graduation requirements and college admissions criteria for UCs and CSUs; CTE opportunities for students; and the role and responsibilities of upper school advisors in supporting students progress toward graduation. 3.Create a course schedule that is "guaranteed and viable" allowing for adequate course access and availability for students in meeting the MWA high school graduation requirements in a timely way. Develop new courses that are University of CA Office of the President (UCOP) approved and "a-g" aligned 4.Create a calendar for regularly scheduled updates and reports to the school community, SSC, MWA Board, and CEO on graduation pathways progress. 5. Coordinate with the ELD Coordinator, Special Education Department, and Academic Intervention Services Team, to support critical learner groups receiving access and priority enrollment as needed.	$101,887.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	College/Career	1.Provide training for faculty and staff on the state CCI, on developmentally appropriate college and career readiness topics, and our college and career access MWA scope and sequence. 2.Provide for adoption of strategies that will support students in the development of essential skills and competencies for college and career readiness. 3.Schedule annual presentations for families, AIS Team, SSC, MWA Board, and CEO to monitor, evaluate, and review school-wide performance on college and career readiness. 4. Involve a wide range of faculty and staff in a process for gathering input on school-wide performance targets for college and career readiness, with the purpose of identifying best practices and focus areas for future professional development.	$19,147.00	Yes
4.3	AP Exam	1.Set goal of 80% or more of students enrolled in AP courses choosing to sign up for and take the exam. 2.Set classroom observation schedule of AP courses to ensure fidelity to the AP curriculum and to assess proper pacing of the course. 3.Provide for training for faculty teaching AP courses. 4.Provide for instructional supports, such as online or additional materials to support faculty and students in preparing for AP exams. 5.Monitor GPA progress in AP courses. 6.Set a schedule for presenting results of AP exams to the MWA community, MWA Board, and CEO. 7.Look at and use "AP Potential" data to inform decisions about courses to add.	$17,797.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Post-secondary planning	1. Work with students and advisors to ensure that 95% or more of graduates have a post-secondary plan, which can include: 1. Four-year college or university; 2. Community college; 3. Military enlistment; 4. Job program; 5. Current job or job offer; 6. Trade program or apprenticeship; 7. Gap year program. 2. Develop and deliver a school-wide scope and sequence for college and career access that includes early exposure to a range of careers and, for students whose career aspirations include going to college, exploration of majors.	$97,000.00	Yes
4.6				

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

As part of our school's college and career readiness efforts, Goal 4 in 2021-22 included a number of metrics and actions related to our English Learner Program (21-22 Actions 4.4 and 4.5). While we are making progress on our EL reclassification goal, we have faced some challenges with implementation. We had limited ability to carry out classroom observations and quarterly data analysis data due to a staff shortage. The English Language Development Coordinator role was vacant for much of the year. That said, the Director of Academic Support Services (who is our former ELD Coordinator) continues to contribute to our English Learner Program extensively, and the ELD Coordinator role was recently filled. We have also de-emphasized off-site training/professional development this year, due both to staffing vacancies and due to COVID-related travel restrictions (a sub-action of 21-22 Action 4.1). We have had successful implementation of our actions related to graduation pathways for our students, including supporting students with meeting A-G requirements, completing all required courses in a timely way, and making specific post-secondary plans.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between our budgeted and estimated actual expenditures or improved services.

An explanation of how effective the specific actions were in making progress toward the goal.

High graduation rates and low dropout rates continue to be areas of strength for our school, suggesting that the actions associated with each are proving to be effective. In particular, the individual graduation plans that our upper school students receive provide helpful information on their personal progress towards high school completion.

There are several areas, however, that could benefit from special attention in the upcoming year: 1) our Advanced Placement (AP) program exam pass rates; and 2) reclassification rates and quarterly data analysis related to our English Learner (EL) program.

Historically, we have optimized for access to AP courses over optimizing for enrolling students with just the highest grades. This decision was made in alignment with the College Board's recommendation that access to AP courses are good preparation for students interested in pursuing a college pathway. In this way, while we would like to see our students pass their AP courses at higher rates and gain college credit for those courses, we continue to optimize for access, therefore, avoiding screening course enrollment for just our higher performing students. In reviewing the specific actions related to the AP program, it may be helpful to focus our efforts on a targeted group of AP subject areas that have the greatest opportunity to increase their exam pass rates. Such an approach affirms that the currently specified actions can, in fact, contribute to the overall exam pass rates we desire, while acknowledging the capacity of our organization amidst the staff shortages.

As shared in our "description of substantive differences in planned actions and actual implementation of these actions" for Goal 4, we acknowledge that the efficacy of the actions associated with our EL program has been impacted by a long-term vacancy (which has recently been filled).

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We refined the language of Goal 4 this year, moving from just listing the state priority to more clearly stating what we want to achieve, related to this priority, with the intention of optimizing student outcomes according to the College and Career Indicator (CCI) on the California Schools Dashboard. Goal 4 now reads: "Student Achievement for College and Career Readiness: Support student achievement across multiple measures so that each learner can make progress towards high school completion and have opportunities to demonstrate college and career readiness." Additionally, Goal 4 now tracks the CCI and UC/CSU eligibility as success metrics to better align our local efforts for college and career readiness to statewide efforts for college and career readiness.

We made some adjustments to the placement of some metrics, to better align them with the focus of each goal, and to remove metrics that were previously duplicated in more than one goal. Specifically, we removed the metrics related to attendance/absences and with student retention at MWA, which had been in both Goal 4 and Goal 5, so that they are only in Goal 5 now (which better aligns with the focus of that goal and priority: student engagement). In this 2022-23 LCAP, we also moved the English Learner Program action (previously Action 4.4) and the English Learner Reclassification action (previously Action 4.5) and corresponding metrics [English Proficiency rates and

reclassification rates] to Goal 2, so that we can track our progress with and actions related to English Learner proficiency in one goal area, to add clarity and better align with our areas of WASC goal ownership.

Conversely, we moved the actions related to high school graduation from Goal 5 to this Goal 4, due to Goal 4's focus on college and career readiness (previously Actions 5.4 and 5.5). We also added in a required metric related to college and career preparation: EAP results. A metric that tracks the number of students who complete the Career and Technical Education (CTE) pathway has been added to Goal 4, since that metric contributes to the share of students who are identified as being "prepared" on the College and Career Indicator (CCI). That said, a related metric for CTE participation is captured in Goal 7, since course enrollment data more closely aligns with that goal's course access objectives.

In a continuing effort to cultivate an inclusive college-going and career-going culture, we have added a metric that tracks the rate of students who have a post-secondary plan from across a variety of pathways, with our local goal being 95% or more having a post-secondary plan. Our goal for post-secondary planning enumerates the range of pathways we currently support which, as of now, comprises: a four-year college or university; a community college; military enlistment; a job program; a current job or job offer; a trade program or apprenticeship; or a gap year program. We also added the related action, 4.4, which encompasses the work in our College and Career Services department to support students with creating these post-secondary plans.

Locally, among our college-bound graduates, we have a desired success measure of 70% matriculating to a four-year college or university. Adding a metric for UC/CSU-eligibility will help us monitor and support our students in meeting our objectives for college-bound students. Year after year, we are seeing that 70% or more of seniors are CSU-eligible, meeting our long-term target for college-bound students, despite another year of falling rates in 2021-22. Finally the language for Action 4.2 (College/Career) has been refined to acknowledge our focus on the state CCI, while affirming our local efforts to prepare students for college and career readiness in ways that exceed the expectations of the CCI, such as the development of our Academy-wide scope and sequence for college and career readiness.

We made corrections to the baseline data reported for our graduation rates and AP pass rates (see measurable outcomes section for the originally reported and corrected data). Based on these corrections, we revised the desired outcome for our AP pass rate to make this a more realistic goal (from desired outcome of 80% passing to 30% passing) to better reflect historical trends at the school with the AP test. This would still represent growth compared to our current rate, but also better take into consideration our baseline starting point. We similarly corrected and revised our math and ELA EAP goals to 30% and 70%, respectively. We also differentiated between our 4-year and 5-year graduation rates in our baselines and desired outcomes, to add clarity. We also cut former Action 4.8 (enhance faculty training) and instead ensured that its emphasis on faculty training and preparation is integrated into each of our separate actions in this goal (4.1-4.3), and condensed and combined sub-actions from 4.1 (Graduation Pathways) to enhance clarity.

The language for actions related to "college/career" have been refined to acknowledge our focus on the CCI, while affirming our local efforts to prepare students for college and career readiness in ways that exceed the expectations of the CCI. New action 4.4 highlights these efforts, with our work to support all students in creating a post-secondary plan, which could encompass a variety of post-secondary paths, and the development of our Academy-wide scope and sequence for college and career readiness.

A report of the **Total Estimated Actual Expenditures** for last year's actions may be found in the **Annual Update Table**. A report of the **Estimated Actual Percentages of Improved Services** for last year's actions may be found in the **Contributing Actions Annual Update Table.**

Goals and Actions

Goal

Goal #	Description
5	Student Engagement: Support student engagement, increased student attendance, and retention of students at Making Waves Academy from 5th grade through high school graduation.

An explanation of why the LEA has developed this goal.
This goal addresses State Priority 5 (Student Engagement) and aligns with parts of our WASC Goal 3 (Diversity, Equity, and Inclusion). This goal connects with an identified area of need: student attendance. Student attendance at MWA declined (and chronic absenteeism grew) during 2020-21 distance learning, and more so in 2021-22 (due in large part to COVID quarantines and other stressors related to the return to in-person instruction). This LCAP goal will allow us to chart progress and plan actions that lead to improved attendance in the coming years, as well as maintaining our strong rates of student retention at MWA.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance [ADA] rates	Original: 95% ADA Corrected: 96% ADA (2018-2019; last full year of in-person instruction) 91.8% ADA (2020-21; distance learning, internal data).	87.8% ADA (as of 4/18/22) (internal data)			97% ADA
Chronic Absenteeism rates (% who are absent more than 10% of school days)	7.3% (2018-19)	23.8% (2020-21) (Dataquest) 55.6% (as of 4/18/22) (internal data)			15.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8th grade retention rates	Original: 85% or more of 8th graders matriculate to Upper School Corrected: 97% of 8th graders matriculated to the upper school (2019-20)	96% of 8th graders matriculated to the upper school (2020-21)			Original: 90% or more 8th graders matriculate to upper school Revised: 95% or more 8th graders matriculate to upper school
Upper school retention rates	Original: 90% or higher retention rate from 9th-12th grades Corrected: 98% retention rate in upper school (2019-2020)	96% retention in Upper School (2020-21)			Original: 90% retention rate in upper school Revised: 96% retention in upper school

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Attendance messaging and consistent practice	1. Create student celebration recognition opportunities to recognize student and parent excellent attendance. Establish criteria for this. 2. Present attendance data to parents, students, MWA Board, and CEO. 3. Create and distribute marketing and messaging around the importance of attendance.	$80,484.00	No

Action #	Title	Description	Total Funds	Contributing
		4. Create and implement a school wide PBIS system tied to values that allows for students to be celebrated for making good choices, such as being on time to school and class.		
5.2	Attendance: SARB/SART process	Continue regularly notifying families of absences. Follow SARB guidelines to send notification letters and implement tiered responses to unexcused absences. Initiate family phone calls and schedule family meetings in a timely manner, to partner with families to identify barriers and needed support, to enable improved attendance.	$85,474.00	No
5.3	Student Enrollment, Retention, and Transfers	1. Continue to conduct student exit interviews and collect data on student transfers. 2.Continue the new-student enrollment process to welcome new students into Making Waves.	$127,433.00	No
5.4	Student Activities Coordinator	Monitor and coordinate student activities (e.g., clubs, athletics, extracurriculars) to help build student engagement and investment at school. Gather input from students, families, faculty, and staff about potential new clubs and activities in both the middle school and upper school.	$89,475.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Attendance this year was greatly impacted by the pandemic and related quarantines. In addition, our capacity to respond to other absences was initially diminished by staffing challenges. The SARB process referred to in Actions 2 and 3 was delayed in its implementation due to shifts in staffing and vacancies; full implementation began in January 2022, which led to some improvements in student attendance in

semester 2. The student celebrations/recognition in Action 1 were not fully implemented in 2021-22, but are planned to be renewed next year. This program will be tied to values that allow for students to be celebrated for making good choices, such as being on time to school and class. Successes with implementation include the continued monitoring and support work of our college and career team (supporting graduation rate Actions 4 and 5 in the 21-22 LCAP), which has been essential for helping our students transition from distance learning to in-person instruction while still remaining on track for graduation and recover any needed credits for graduation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between our budgeted and estimated actual expenditures or improved services.

An explanation of how effective the specific actions were in making progress toward the goal.

Mirroring trends we have seen across the state, there has been a notable decline in attendance this year. MWA outcomes related to student attendance have been greatly impacted by COVID, resulting in a decrease in average daily attendance and a significant increase in chronic absenteeism. One driver in this has been COVID-related quarantines, leading to an increase in the number of days that students have been absent (chronic absenteeism rates include both excused and unexcused absences).

The SARB (Student Attendance Review Board) process (referred to in Actions 1 and 2), which addresses unexcused absences and brings in a level of accountability, got a late start in the year this year, due to some staffing challenges. However, the SARB process was reinstated and reinvigorated starting in January 2022. One major element of this entailed hiring a temporary attendance clerk who undertook extensive outreach efforts to families of students with multiple unexcused absences, to connect with families around needs and ensure clear messaging was delivered around attendance policies.

Actions 4 and 5 in the 2021-22 LCAP, related to graduation rates, have been implemented and largely effective, allowing us to monitor and support students' progress toward graduation. In particular, the individual graduation plans that our upper school students receive provide helpful information on their personal progress towards high school completion.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We refined the language of Goal 5 this year, moving from just listing the state priority, to more clearly stating what we want to achieve, related to this priority: "Student Engagement: Support student engagement, increased student attendance, and retention of students at Making Waves Academy from 5th grade through high school graduation."

We expanded our actions related to attendance and specifically the SARB process (Action 2), as we have identified declining attendance and increasing chronic absenteeism as an area of need. While we think that some of the changes in our attendance data is attributable

specifically to COVID cases and exposures and related quarantines and student absences, we want to address the issue of attendance head-on next year to ensure that we are decreasing any unneeded or unexcused absences. We have also connected our attendance messaging practiced in Action 5.1 to our plans to implement a broader PBIS approach next year.

We also created Action 5.3 (Student Retention and Transfers) to reflect current practices, designed to support the metrics in this goal around student retention; the elements of this action were previously embedded in other actions, but we have pulled out into a separate action to add clarity moving forward.

We added in corrected baseline data for ADA, chronic absenteeism and retention rates, to correct errors in last year's submission, as well as set new desired outcomes to make our retention goals more ambitious (as our original goals were less than our corrected baselines) and to set a clear 2023-24 desired outcome for chronic absenteeism, as that was not included in last year's LCAP.

We also moved the graduation rate metric and previous actions 5.4 and 5.5 (graduation rates) out of Goal 5 and into Goal 4, which focuses on college and career readiness. We also moved the Social Worker Dashboard metric, which had previously been repeated in both Goals 5 and 6 to now only appear in Goal 6, where it is better aligned. We made these changes to add clarity and better align with our organizational division of labor and WASC goal ownership.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
6	School Climate: Create a safe and inclusive environment of achievement and student success, informed through the lens of diversity, equity, and inclusion, to holistically support students and adults, and maintain a healthy school climate.

An explanation of why the LEA has developed this goal.

This goal aligns with State Priority 6 (School Climate), and aligns with our WASC Goal 3 (Diversity, Equity, and Inclusion). This goal also encompasses areas that our educational partners consistently highlight as important at Making Waves, such as our approach to holistic student services and social emotional learning. Educational partners (students, families, and staff) report that holistic supports, such as advisory, SEL, social worker and other clinician supports, are more important now than ever before, due to stressors related to the pandemic, the transition from distance learning and the return to in-person school, and other societal pressures that our students and families are facing.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development calendar, meeting notes, and surveys	PD Calendar reflects Social Emotional Well-Being training for faculty and families. (2020-21)	2021-22 PD calendar reflects implementation of August training on Notice/Talk/Action protocol and on-going mindful education trainings throughout the year.			PD Survey data shows that stakeholders find training to be beneficial to practice and student outcomes.
Social Worker student survey	93% of students surveyed who received on-going services reported the services helped them learn new strategies to manage their	n/a (first year of implementation of this metric)			95% or more of students who received on-going services reported the services helped them learn new strategies to manage their

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	problems/concerns or led to a positive behavior change. (2021-22)				problems/concerns or led to a positive behavior change.
Holistic Services referrals	93% of students who were referred to the Holistic Services Department received support services or were connected with support services. (2021-22, as of 3/11/22)	n/a (first year of implementation of this metric)			95% of students who are referred to the Holistic Services department receive support services or are connected with support services.
School Climate Survey	Original: 85% of students and parents indicate through the survey that MWA is safe, there is connection to the mission, and they feel seen and heard Corrected: More than 60% of Wave Makers feel that MWA facilitates an environment where they feel safe, can be themselves, celebrated/praised, feel valued/important, and supported to address and resolve harm	California Healthy Kids Survey (typically administered biennially) was administered in March 2022, but we have not yet received results for this.			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 they feel seen and heard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(2020-21 local indicators)					
Suspension rate (percent of students who were suspended for at least 1 day)	5.9% (2020-21)	0% (2020-21; distance learning) 2021-22 Suspension rates as of 12/17/21: Middle school: 5.4% (36 students) Upper school: 3.4% (16 students) All grades: 4.6% (52 students)			<5% (overall and in both divisions)
Expulsion rate	0.2% (2019-20)	0% (2020-21)			0%

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Social Emotional Learning	1. Implement and train staff on restorative justice practices. 2. Implement and align social-emotional learning (SEL), advisory, and Tier 1 classroom-based strategies and faculty/staff trainings. 3. Provide for professional development for Deans, staff, and other administrators to continue to refine their knowledge of discipline management techniques and social-emotional development.	$148,216.00	Yes

Action #	Title	Description	Total Funds	Contributing
6.2	Advisory Curriculum	Purchase and implement a curriculum to use in advisory classes, in alignment with the new college access scope and sequence.	$30,250.00	Yes
6.3	Safety and Connectedness Data	1. Conduct semi-annual surveys of students and parents to gauge their sense of safety, mission alignment, and connectedness within the community. Share results with parents and staff. 2. Share discipline data (Deans) and social emotional well-being data (Social Workers) each semester with MWA staff. Utilize socioemotional data during professional development with staff members to implement change and serve as foundation for instructional practices and the learning environment.	$103,722.00	Yes
6.4	Support Team (Social Workers)	1. Maintain additional Social Worker, to help students and families connect with site-based and off-site service providers to seek targeted support. 2. Provide for ongoing training of MWA Social Workers to be able to help address more severe student issues. 3. Develop School Social Work intern program (pilot) to support the Social Worker department in building capacity to serve student needs. 4. Explore community partnerships to potentially provide additional Tier 1 and Tier 2 services (e.g., prevention education or psycho-education).	$206,310.00	Yes
6.5	Student Support Referrals and Services	Provide multi-tiered holistic supports through referrals from families, students, or teachers/staff-members trained in Notice-Talk-Act (NTA). Provide on-going communication about the referral process. Through the triage process, students may be connected with services based on level of need, including social worker support, Fruge Psychological Associates, or outside providers. Share information to families about mental health resources.	$386,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6.6	Campus Supervisors	Revitalize the campus supervisor position by implementing an updated job description which includes stronger collaboration with the Dean's Office, introducing a lead campus supervisor role, and expanding the number of supervisors.	$510,606.00	No
6.7	Behavior Data System	1. Adopt new software (Kickboard) for tracking behavior incidents and PBIS supports. Communicate with parents about behavior and supports. 2. Implement staff training for and begin to implement Positive Behavior Intervention and Supports (PBIS) program, aligned with MWA's 5 values. PBIS programs include positive incentives, celebrations and proactive supports, as well as tiered intervention systems and behavioral supports.	$11,335.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The safety and social emotional wellness of our community were top school priorities this year, with the return to on-campus instruction. Most elements of the actions related to this goal were implemented this year, but a few were not fully implemented due to challenges related to staffing and other shifts in prioritization of efforts:

Action 6.1: One element of action 6.1 was to implement restorative justice practices with fidelity. Although restorative justice is still a core part of our approach to discipline, some elements of it have been implemented less robustly due to vacancies in the Dean of Students office.

Action 6.3: we did not conduct a semi-annual school climate survey and create a separate committee to analyze this. Instead, we have collected data from pulse check surveys, convened a task force to make recommendations related to school climate and other issues, and administered the California Healthy Kids Survey in March. We have also integrated work related to SEL and climate data into multiple departments as relevant (e.g., Holistic Services, Ops, SSC, College & Career counseling, etc.).

Successes with implementation of actions for this goal include the onboarding of an additional social worker to provide supports for students, consistent messaging of school expectations in the handbook and similar communications, opportunities to connect and build a strong school and class climate through advisory period.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between our budgeted and estimated actual expenditures or improved services.

An explanation of how effective the specific actions were in making progress toward the goal.

2021-22 was a school year marked by a number of challenges related to school climate. Students returned to campus after more than a year spent away in distance learning, a year in which many students and staff experienced trauma and obstacles to their social-emotional health. While some students thrived with the return to on-campus learning, other students found this to be a challenging transition, evidenced by an increase in mal-adaptive student behaviors, a trend that has been noted by practitioners at many schools and districts across the country.

MWA prioritized holistic support services and SEL as a major area of focus this year. A number of actions were particularly effective at promoting a healthy school climate. Hiring an additional social worker has enabled a significant increase in students served, which was important in this year of recovery from distance learning and continued COVID context. Collaboration within the different branches of the holistic services department to serve student needs (bridging discipline and social emotional needs) has been very helpful this year. Consistent, vertically aligned SEL messaging through advisory academy-wide has been an expanded and important element this year. We have also maintained consistent messaging of policies and procedures through handbooks and other communications and maintain consistent data collection and data sharing practices. Working closely with FPA clinicians has also been effective for providing holistic services.

Staffing challenges, such as vacancies in the Dean's office and other holistic services roles, diminished the scope or effectiveness of some actions in this area. Some elements of Action 6.1, such as those related to restorative justice and some professional development opportunities were not implemented as robustly as we initially had hoped, due to the staffing challenges. We plan to enhance these actions next year, with an expanded Dean of Students team, deepening our implementation of restorative justice practices and expanding opportunities for our holistic services staff to attend professional development.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We refined the language of Goal 6 this year, moving from just listing the state priority, to more clearly stating what we want to achieve, related to this priority: "School Climate: Create a safe and inclusive environment of achievement and student success, informed through the lens of diversity, equity, and inclusion, to holistically support students and adults, and maintain a healthy school climate."

We also made some changes to the way we presented the metrics in Goal 6, to separate out distinct metrics (related to social worker survey, student management data and referrals, and professional development data), which had previously been grouped together in one metric. We separated these to add clarity and transparency.

Social emotional wellness (and school climate) has been a key priority at Making Waves this school year and will continue to be so in 2022-23. As such there are a number of changes in Goal 6 this year, to reflect the work we are doing to prioritize this area.

We added a number of new actions this year, to better reflect some of our current practices related to SEL and Holistic Services, as well as to introduce some new actions for the 2022-23 school year:
Action 6.2 highlights the adoption of an advisory curriculum, something that has been long called for by educational partners (particularly teachers and staff) to provide increased supports with this crucial period of the day.
Action 6.4 introduces the development of a social worker intern program as part of the social worker support plan, to broaden even further the supports that this department can provide to our students (supports which have been in high demand this year).
Action 6.6 reflects the expansion and revitalization of the campus supervisor role, to provide for additional supervisors, a lead supervisor, and an adjusted job description that will allow for greater collaboration with the Dean's office.
Action 6.7 describes the new behavior data system, to replace our current system EdClick, which we hope will allow for simpler and more transparent data collection and data analysis, as well as allow us to integrate the collection of behavior data with the implementation of PBIS (Positive Behavioral Interventions and Supports) plans.
Action 6.8 highlights some elements of our Restorative Justice program, which we plan to continue and expand next year.

The plan for PBIS will revolve around reinforcing MWA's 5 core values and behavior expectations. Those students who are aligned with the values and following classroom expectations will be celebrated in a variety of ways based on availability and student interest. Students will earn casual dress days, and other events of celebration. Teachers and other MWA staff will partner with the Dean of Students (DOS) to hold students accountable and document behaviors in designated software program (Kickboard) accessible to DOS for follow up when warranted.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
7	Course Access: In order to prepare all students for college and career, maintain and expand access to a broad course of study.

An explanation of why the LEA has developed this goal.
Goal 7 aligns with State Priority 7 (Course Access). Where Goal 4 focuses on college and career readiness and the rate at which students progress towards high school completion, Goal 7 allows us to monitor the variety of courses that are offered on campus. This goal builds on a strength at Making Waves, our strong and consistent rates of students completing the A-G course requirements for UC/CSU admission. It also encompasses some areas identified by educational partners as areas for growth, namely expanding some course offerings and options.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Master schedule	Ensure that students are enrolled in courses that are aligned with MWA requirements for middle school promotion and upper school (high school) graduation.	Middle school: 100% of middle school students are taking courses that fulfill local requirements for 8th grade promotion. (2021-22) Upper school: 97.4% of upper school students are taking courses that fulfill local requirements for high school graduation (including coursework that is consistent with a-g			100% of students are enrolled in courses at the middle school that meet the state criteria for "course access" and at the upper school (high school) that meet and/or exceed MWA graduation requirements (consistent with a-g requirements for UC/CSU eligibility) through offering a viable but varied set of differentiated courses.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		requirements for UC/CSU eligibility, exceeding the minimum state requirements). (2021-22)			
CTE course enrollment	Original: 10% or more will be enrolled in CTE designated courses. Corrected: 31% CTE participation (AY 2019-20 in 2021 SARC)	27% CTE participation (AY 2020-21 in 2022 SARC)			Original: 10% or more will be enrolled in CTE designated courses. Revised: 30%

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Course access	1. Develop a daily bell schedule that is "guaranteed and viable." 2. Continue to refine and develop offerings in the middle school and upper school divisions. 3. Develop course offerings and a master schedule that reflect access, and targeted specialized support for EL, IEP, Intervention, and GATE-identified students. 4. Annually audit the master schedule to assess its viability and make proposals for new courses to be added or taken away as a result of analysis.	$86,874.00	No

Action #	Title	Description	Total Funds	Contributing
7.2	Alignment of course offerings	Continue to support plans that make sure that the master schedule allows for each content area to have a common preparation period to allow for teacher preparation, collaboration, and vertical alignment.	$19,050.00	No
7.3	Expand course offerings	1. Continually adapt our course offering to optimize for: (a) a "guaranteed and viable" schedule that allows for a-g completion in a timely manner; (b) input from educational partners; and (c) the labor market and our school's ability to find and nurture talent. 2. Create a plan for potentially expanding courses in: (a) languages other than English, with special attention to offering Spanish in the middle school and offering more diverse languages in the upper school; (b) visual and performing arts (VAPA); (c) Career Technical Education (CTE). 3. Create a plan for expanding courses through a dual enrollment partnership with a post-secondary institution.	$6,398.00	No
7.4	Career and Technical Education (CTE)	1. Continue providing options for students to take CTE or career-themed courses. 2. Continue providing instructional materials and supplies for CTE or career-themed courses. 3. Continue providing interdisciplinary collaboration time for CTE or career-themed teachers with teachers of other subject areas.	$174,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There are no substantive differences in planned actions and actual implementation of these actions. Successes with implementation of actions include continuing to offer a schedule and graduation requirements with strong alignment to A-G requirements. Challenges with implementation have centered around teacher vacancies and the challenges with staffing this year in the context of an emerging and growing teacher shortage in the state and region.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between our budgeted and estimated actual expenditures or improved services.

An explanation of how effective the specific actions were in making progress toward the goal.

The high rate of middle school students who are enrolled in courses that fulfill local requirements for 8th grade promotion, combined with the high rate of upper school students who are enrolled in courses that fulfill local graduation requirements (including coursework that is consistent with a-g requirements for UC/CSU eligibility, exceeding the minimum state requirements), suggest that our actions for course access are proving to be effective.

This year, our student enrollment in Career Technical Education (CTE) courses exceeded our expectations by nearly 30%, suggesting that our actions for CTE participation are proving to be effective. In fact, the results we are seeing have caused us to increase our participation goal from 10% (our original goal) to 30% (our revised goal).

Lastly, according to our actions for expanding the course offering, we have developed plans for expanding courses in 1) languages other than English; 2) visual and performing arts; 3) Career Technical Education; and 4) dual enrollment through a partnership with a post-secondary institution. That said, while we have developed plans for increasing the variety of courses offered, the introduction of new courses for student enrollment is dependent on at least three conditions that we must optimize for: 1) a "guaranteed and viable" schedule that allows for a-g completion in a timely manner; 2) input from educational partners; and 3) the labor market and our school's ability to find and nurture talent.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We refined the language of Goal 7 this year, moving from just listing the state priority, to more clearly stating what we want to achieve, related to this priority. Goal 7 now reads, "Course Access: In order to prepare all students for college and career, maintain and expand access to a broad course of study."

We moved the CTE course enrollment metric from Goal 8 to this Goal 7, to disaggregate it from other metrics around CAASPP scores and GPA, for clarity. We also revised the desired outcome for CTE course enrollment to make it more ambitious (as we have been consistently exceeding the original 10% goal). Additionally, the language of actions associated with CTE have been revised to reflect that the CTE program is no longer in its planning or pilot phase, but is now in a phase where continued monitoring and evaluation are needed.

The language for actions related to "expanding the course offering" have been refined to affirm our community's desire to offer a wide range of options, while also acknowledging the conditions of the current labor market and our responsibility to offer a "guaranteed and viable" schedule that allows for "a-g completion" in a timely manner. That said, while our course offering for the 2022-23 school year has not been finalized as of the time of this writing, plans for new courses in languages other than English, visual and performing arts, Career Technical Education, and dual enrollment have been developed, though the implementation of these plans are not yet certain.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
8	Academic Growth: Support all learners to enable growth in academic student outcomes.

An explanation of why the LEA has developed this goal.

Goal 8 aligns with State Priority 8 (Other Pupil Outcomes) as well as some metrics in State Priority 4 (Student Achievement). It also aligns with our WASC Goal 1 (Support for All Learners). This goal helps us to focus on enabling growth in our students' academic outcomes, as measured by their success on state assessments (e.g., CAASPP) and grades (GPAs) in their courses. In creating actions to help us achieve the desired outcomes for these metrics, we looked to address identified academic needs. For example, during distance learning and through the pandemic we have seen a decrease in the number of students demonstrating proficiency on state assessments. Our actions in this goal reflect our plans to continue to address this area of need, including refining and expanding our offerings in Tier 1 instruction, in Tiers 2 and 3 interventions, and in supporting students with disabilities. We bring these to this goal so that we can support all of our learners in growing as scholars who demonstrate academic excellence and our value of scholarship.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP scores for English and GPA for English	Original: 50% for the middle school and 70% for the upper school pass SBAC and have GPAs above 2.7 Corrected: Overall: 50% proficient Middle school: 46% Upper school: 78% (2018-19 ELA SBAC)	Overall: 39% proficient Middle school: 36% Upper school: 58% (2020-21 ELA SBAC) ELA GPA: 2.63 (2021-22 Semester 1)			ENGLISH: 70% for the middle school and 80% for the upper school pass the SBAC and have GPAs above 2.7.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELA GPA: 2.05 (2020-21 Semester 2)				
CAASPP scores for Math and GPA for Math	Original: 25% for the middle school and 40% for the upper school pass SBAC and have GPAs above 2.7

Corrected: Overall: 26% proficient Middle school: 24% Upper school: 40% (2018-19 Math SBAC)

Math GPA: 2.35 (2020-21 Semester 2) | Overall: 16% proficient Middle school: 16% Upper school: 15% (2021-22 Math SBAC)

Math GPA: 2.79 (2021-22 Semester 1) | | | Original: MATH: 50% for middle school and 70% for upper school pass the SBAC and have GPAs above 2.5

Revised: MATH: 30% for the middle school and 50% for the upper school pass the SBAC and have GPAs above 2.7. |
| CAASPP scores for Science and GPA for Science | Original: 50% for the middle school and 70% for the upper school pass SBAC and have GPAs above 2.7

Corrected: Overall: 22% proficient Middle school: 20% Upper school: 29% (2018-19 CAST) | Overall: 20% proficient Middle school: 19% Upper school: 24% (2020-21 CAST)

Science GPA: 2.85 (2021-22 Semester 1) | | | Original: SCIENCE: 50% for the middle school and 70% for the upper school pass the SBAC and have GPAs above 2.5.

Revised: SCIENCE: 30% for the middle school and 50% for the upper school pass the CAST |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Science GPA: 2.12 (2020-21 Semester 2)				and have GPAs above 2.7.
Original: CAASPP scores for Social Science and GPA for Social Science Corrected: GPA for Social Science	Original: 50% for the middle school and 70% for the upper school pass SBAC and have GPAs above 2.7 Corrected: Social Studies/History GPA: 2.24 (2020-21 Semester 2)	Social Studies GPA: 2.92 (2021-22 Semester 1)			Original: SOCIAL SCIENCE: 50% for the middle school and 70% for the upper school pass the SBAC and have GPAs above 2.5. Revised: Average Social Studies/History GPAs above 2.7
Health and Wellness grades and Physical Fitness Test (PFT) scores	Original: 70% or more will pass the annual Physical Fitness Test and have GPAs above 2.5 Corrected: 2018-19 PFT: % of students who met 4 out of 6 Fitness Standards: 5th: 27.4% 7th: 28.6% 9th: 18.6%	PFT suspended in 2019 and 2020. PFT resumed in 2021, but without formal "pass" criteria this year. Health & Wellness GPA: 3.36 (2021-22 Semester 1)			PHYSICAL FITNESS: 90% or more will pass the annual Physical Fitness Test and have GPAs above 2.5.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Health and Wellness GPA: 2.81 (2020-21 Semester 2)				
Foreign Language GPA	Original: 80% of upper school students will take and pass foreign language classes needed for a-g and have GPAs above 2.5 Corrected: Foreign Language GPA: 3.0 (2020-21 Semester 2; upper school only)	Foreign Language GPA: 3.16 (2021-22 Semester 1)			80% of upper school students will take and pass foreign language classes needed for a-g and have GPAs above 3.0.

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Tier 1 instruction	Provide high-quality, standards-aligned, differentiated instruction. All teachers will continue to use a research-based MWA unit plan format, which cites standards, criteria for success, accommodations, modifications, etc. for each lesson. Teachers will collect work samples from critical learners and meet with Content Leads to discuss strategies to support students towards mastery.	$5,037,432.00	No
8.2	Academic interventions	Academic intervention will be provided to all students in a timely and systematic manner based on MWA's criteria for tiered intervention services. Tiered services will be embedded into core day instruction as well as during dedicated times within the school day to focus on	$1,898,235.00	Yes

Action #	Title	Description	Total Funds	Contributing
		differentiated intervention and/or instruction. The full instructional team will attend training in the core components of our teaching and learning cycle as well as our approach to strengths-based academic intervention. Research and prepare for a pilot of intervention curricula (prioritizing ELD and math interventions).		
8.3	Educational software	Continue providing all critical learners with additional English language arts support through access to the individual learning platform, LEXIA. All wave-makers will continue to have access to IXL, an individual learning platform designed to provide individual learning paths for supplemental math support.	$23,500.00	Yes
8.4	Assessment tools	Create an assessment calendar and testing framework to support 95% (or higher) completion of each diagnostic assessment (STAR and MAP), interim assessments in math and ELA (IAB), and state CAASPP assessments. Share assessment results with families.	$85,500.00	Yes
8.5	Progress monitoring and data analysis	Teachers will utilize their student assessment data, within our teaching and learning cycle, to modify their approach to instruction and provide targeted intervention for students identified to receive additional support toward grade level proficiency. Disaggregate data to monitor progress of student subgroups (e.g., English Learners, students with disabilities, race/ethnicity groups, income groups, etc.) as an equity check to monitor our support for all students.	$81,012.00	Yes
8.6	Extended (summer) learning	MWA school leadership collaborate to create Summer Academy programming that provides students with early exposure and targeted academic intervention, in preparation for the upcoming academic year. Over the summer, upper school students have the opportunity to recover credits in alignment with their individualized graduation plans	$88,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
8.7	Special Education	The Special Education Department provides push-in and pull-out support for students with disabilities (IEPs), using an inclusion model. The special education department is also preparing to pilot a reading intervention program designed to support older students with learning the fundamentals of reading.	$745,131.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There are no substantive differences in planned actions and actual implementation of actions for Goal 8. Successes with implementation of actions for this goal include partnership between content leads and the AIS team around strategies and outcomes for student growth and the work of our intervention services team to assign and monitor students in tiers of instruction in our Marlin Hour and DTI blocks. Challenges with implementation have included challenges related to some staffing vacancies, such as absence of a DAI for math and science for the second half of the year, resulting in responsibilities for that role shifting onto other members of the AIS team.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between our budgeted and estimated actual expenditures or improved services.

An explanation of how effective the specific actions were in making progress toward the goal.

Making Waves Academy was not immune to the teacher shortage that impacted school-sites across the nation, the tangible anxiety of returning to campus amidst a pandemic, and a deep sense of urgency to mitigate the impacts of unfinished teaching and learning associated with a year of remote instruction. Despite these challenges, we launched the school year with mission-aligned adults in each classroom and remained firmly committed to maintaining continuity of instruction during this prolonged period of instability with staffing challenges and COVID quarantines.

In the measurable outcomes for this goal, we see a notable, but not surprising, decline in student achievement metrics, as measured by the CAASPP (SBAC) assessment, compared to pre-pandemic levels. We have seen these trends reflected in our internal assessments as well. The impact of the stressors related to the pandemic and to unfinished learning connected to more than a year in distance learning can be seen in these results. It has thus been essential that we approach learning recovery strategically.

Utilizing our Learning Recovery Framework helped our community ground our approach for instructional planning and targeted intervention in RtI² best practices and our Teaching and Learning Cycle. Although the entire Academic Support Service team began the school year in the classroom, the clarity in our purpose and approach created the structure to monitor and respond to student data and prioritized student access to the specific instruction required to effectively engage in the current and upcoming core day learning tasks in math and English Language Arts.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We refined the language of Goal 8 this year, moving from just listing the state priority, to more clearly stating what we want to achieve, related to this priority: "Academic Growth: Support all learners to enable growth in academic student outcomes."

We corrected the baselines for our CAASPP and GPA data, to make sure they were accurate, as the numbers reported in last year's LCAP had some errors (see the metrics section for the original and corrected data points). We also reviewed and revised our desired outcomes for math and science so that they represented making growth but were also reasonably grounded in our baseline starting points. We moved the CTE metrics and actions [previous action 8.2] into Goal 7, to better align with our organizational division of labor and WASC goals.

We expanded the actions for Goal 8 somewhat significantly, as we attempt to help students recover from unfinished learning that occurred during distance learning during our first year back in person. In 2021-22 school year, our first year back to in-person instruction, we faced a number of challenges related to COVID-related absences and quarantines, challenges with staffing, and the difficult transition for some back to in-person learning. Some of these new actions reflect some current/ongoing practices, which weren't previously highlighted as explicitly in our LCAP before.
Action 8.1 highlights our planning and data analysis process for Tier 1 instruction.
Action 8.2 describes the plan for tiered intervention.
Action 8.3 describes research-based educational software we use in ELA (Lexia) and math (IXL).
Action 8.4 describes the key assessment tools we will use for diagnostic and interim assessments and Action 8.5 the plan for utilizing data to inform instruction and identify students for intervention.
Action 8.6 highlights the extended learning opportunities for students.
Action 8.7 highlights the plan to pilot a new reading intervention program focused on foundational reading skills, which we will utilize with our Special Education Students.
These actions combined together highlight the interplay between Tier 1 instructional practices and the robust tiers of intervention and academic support we provide to critical learners, including English Learners and Students with Disabilities.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$2,747,531	$243,690

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.94%	0	$0.00	26.94%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

At Making Waves Academy, we conducted a needs assessment analysis, to identify needs for our English Learner, low-income, and foster youth students. Based on this needs assessment, we have identified a number of LEA-wide actions that are aimed at addressing these needs (discussed in this prompt), as well as some limited/targeted actions (discussed in prompt 2).

Goal 2, Actions 5 and 6 and Goal 8, Actions 2, 3, 4, 5, and 6:

After assessing the needs, data, and context of our unduplicated students, and in consultation with our educational partners, we learned that there are performance gaps in a variety of state and local indicators, including academic achievement on state assessments, particularly for our English Learners, as well as our low-income students. For example, in examining our 2020-21 CAASPP (SBAC) scores, we see that while 41% of our English proficient students (including reclassified students) "met" or "exceeded standard" on the ELA SBAC, this was true for 12% of our English learners. On the Math SBAC, 21% of our English proficient students met or exceeded standard, while 2% of our English learners did. Looking at the same data and comparing students by income-group, we see that 44% of our non-low-income students met or exceeded standard, 37% of our low-income students did. For the math SBAC, overall proficiency between the 2 income groups was

comparable (17% of non-low-income students vs. 15% of low income students); however, low-income students were more likely to be in the lowest "did not meet" category for math SBAC (58%) compared to 48% for non-low-income students. In our needs assessment, we also found similar patterns looking at other assessments, such as the STAR reading and NWEA MAP math assessments we use as diagnostic/benchmark assessments.

In order to address these conditions of our unduplicated EL and low-income students, we have planned a number of actions that we believe will be effective at addressing these performance gaps and supportive of the academic needs of these student groups. Actions 2.5 (CCSS and NGSS Professional Development) and 2.6 (Math PD and Coaching) are aimed at building on and deepening teachers' and instructional leaders' knowledge and skills related to implementing state standards, including appropriate scaffolds and differentiated supports to ensure that all student groups have access to grade-level materials and content. Action 2.6 specifically calls out the area of math professional development and coaching, as growing in math achievement is seen as a need across the school, with performance gaps persisting with our unduplicated students. Actions 8.2-8.6 outline many of our efforts at tiered intervention supports, in line with our RTI-2 (Response to Instruction and Intervention) model. This includes providing tiered intervention support both in core-day instruction and our intervention blocks (Marlin Hour or DTI), including our new Math Intervention Specialist and Literacy Intervention Specialist roles (Action 8.2: Academic Interventions). It also includes instructional software utilized within our intervention programs (Action 8.3: Educational software), assessment platforms such as NWEA MAP and STAR which allow us to assess students' growth and help identify students for tiered supports (Action 8.4: Assessment tools), and systematic work to monitor student progress through data analysis (Action 8.5, Progress Monitoring and Data Analysis). Finally our extended learning program (Action 8.6) (including afterschool programming, acceleration academies, and summer academy programming) are all aimed at providing additional academic intervention and enrichments, which addresses identified needs of these unduplicated students.

We expect that these actions will have a significant impact on the academic achievement (e.g., CAASPP reading and math scores, and other academic achievement measures) of our unduplicated English Learner and low-income students, because these actions are focused on addressing their identified academic needs. As it is likely that other students with academic performance gaps will also benefit from these actions, they will be provided on an LEA-wide (school-wide) basis.   We will measure our success in these areas through monitoring students' progress on the CAASPP state assessments, as well as through other assessments we use including NWEA MAP (for math), STAR (for reading) and IABs (interim assessments aligned with the CAASPP/SBAC).

Goal 4, Actions 1, 2, and 4:

After assessing the needs and circumstances of our unduplicated students, we learned that there are performance gaps related to College and Career Readiness (based on data points that feed into the state College and Career Indicator [CCI]) for our English Learner and Low Income students. The CCI has not been published by the state since 2019 due to COVID-related suspension of state testing requirements. However, we were able to make internal estimates of how our current seniors would be rated (based on CAASPP scores, A-G completion, and AP test results). We found that our non-low income students have a higher rate of predicted CCI readiness (44%) compared to our

economically disadvantaged (low income) students (36%), and our English proficient students (including students who have been reclassified) have significantly higher rate of CCI readiness (41%) compared to our English Learner students (0%).

In order to address these needs of our unduplicated students, we are implementing a number of actions that we believe will be effective at addressing these performance gaps and supportive of the academic needs related to college and career readiness of these student groups. Action 4.1 (Graduation Pathways) involves creating personalized supports for students to monitor and support their progress toward high school graduation and making post-secondary plans, which will allow our college and career team to differentiate supports needed for different student groups, including ensuring priority enrollment for critical learner groups in needed classes. Action 4.2 (College/Career) includes additional training for teachers, staff, and leaders on the College and Career Indicator, to ensure that the whole team is aware of this key metric and goal, enabling collaboration on helping students achieve it. Action 4.4 (Post-secondary planning) involves collaboration between students, advisors, and the College and Career team to support our goal that all students leave Making Waves with a post-secondary plan.

These actions are being provided on an LEA-wide basis and we expect/hope that all students who are working toward college and career readiness will benefit. However, because of the significant performance gap related to the CCI for our unduplicated students, we expect that it will be particularly helpful for our unduplicated students. We will measure our success with this through tracking our progress with the CCI and the other college and career metrics in Action 4.

Goal 6, Actions 1-5:

After assessing the needs and circumstances of our unduplicated students, and in consultation with our educational partners, we learned that many of our economically disadvantaged (low-income) students and families have experienced difficulties with obtaining holistic support services (such as counseling) outside of the school setting. This, coupled with the chronic stresses and experiences of a socioeconomically disadvantaged status and/or experiences of being a foster youth, mean that holistic support services and socio-emotional supports, such as provided by our social workers and holistic services referrals and through our SEL programming, are especially important for our unduplicated (low-income and foster youth) students.

In order to address these conditions of our unduplicated students, we have planned a number of actions that we believe are particularly supportive of these student groups. Action 6.4 (Support Team- Social Workers) includes the continued expansion of the social worker team (maintaining the additional social worker brought onboard this year as well as developing a pilot program to bring on-board Social Work Interns). This action will allow us to maintain and expand the short-term and on-going support that our social workers offer students. In addition, Action 6.5 encompasses our broader multi-tiered holistic support referrals process, which connects students with identified needs with SEL support, social workers, psychological associates, or outside providers (depending on students' needs). Action 6.1 encompasses our SEL education, 6.2 our Advisory curriculum, and 6.3 our work to analyze and respond to safety and connectedness data. Each of these

actions will help support the socioemotional needs faced by socioeconomically disadvantaged students, including our low-income and foster-youth students.

These actions are being provided on an LEA-wide basis and we hope that all students with holistic services needs will benefit. However, because of the significant holistic support needs of our unduplicated (low-income and foster youth) students, and because these actions meet needs related to the chronic stresses and experiences of a socioeconomically disadvantaged status, we expect that these actions will particularly benefit our unduplicated students. We will measure our success in these areas using the metrics related to holistic services referrals, social worker student surveys, and school climate, in Goal 6.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Making Waves Academy is required to increase or improve services for English Learners, foster youth, and low-income students by 26.94%, which is equal to $2,747,531, as shown above. In addition to the LEA-wide actions described in Prompt 1, we will provide the following actions on a "limited" basis to our English Learner students to meet our required percentage to increase or improve services: Goal 2, Actions 2.1, 2.2, 2.3, and 2.4:

After assessing the needs and circumstances of our unduplicated students, we learned that there are performance gaps in a variety of state and local indicators, including academic achievement on state assessments, particularly for our English learners. (See data discussion in Prompt 1). In addition, English Learners have specific needs related to progress in English language proficiency (as measured by the ELPAC) and making progress toward reclassification.

In order to address these needs of our English Learner students, we have targeted some specific actions in Goal 2 towards supporting our English Learner students' academic growth and progress toward reaching English language proficiency.
Action 2.1 (ELD data analysis) involves monitoring the academic data (test scores, grades, etc.) of each English Learner student in order to develop individual learning plans. Action 2.2 (ELD Professional Development) includes training on both integrated and designated ELD for faculty and leaders, and observation and feedback of teaching related to ELD standards and supports. Action 2.3 (English Learner program) includes the work to ensure that all English Learners receive designated ELD instruction, as well as integrated ELD scaffold and support in their core content classes. Action 2.4 (English Learner Reclassification) includes communicating with families about the requirements of reclassification and their students' progress toward it, as well as monitoring students after reclassification to ensure they are still making progress. Finally Action 3.6 affirms our continuing commitment to provide translation and interpretation services for our families who speak languages other than English.

Our LEA's total required percentage to increase or improve services is 26.94%. LCFF expenditures from contributing actions 2.1-2.6, 3.6, 4.1, 4.2, 4.4, 6.1-6.5, and 8.2-8.6 total to $3,184,902, as seen in the 2022-23 Contributing Expenditures Tables (below). This means that the planned quantitative increase in services is 31.25% (calculated through dividing the planned contributing LCFF expenditures by the projected LCFF base grant). This demonstrates that we are meeting/exceeding the required percentage.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Making Waves Academy, a single-school LEA, has a high concentration of unduplicated pupils (English learners, low-income students, and foster youth): 86% as of Census Day, October 6, 2021. As such we receive the concentration grant and the newer concentration grant "add on." We will utilize the additional concentration grant add-on funding ($243,690) to increase the number of staff providing direct services to students, through the hiring of an additional Dean of Students and maintaining an additional Social Worker. The Deans of Students support with actions 6.1, 6.2, 6.3, and 6.7, while the Social Workers support with actions 6.4 and 6.5.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	16.5:1 (based on 10/6/21 census day counts)
Staff-to-student ratio of certificated staff providing direct services to students	n/a	16:1 (based on 10/6/21 census day counts)

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$10,402,599.00	$2,591,090.00		$499,123.00	$13,492,812.00	$11,401,332.00	$2,091,480.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Credential process	All	$159,628.00				$159,628.00
1	1.2	Facilities conditions and review plan	All	$149,101.00	$1,800,000.00			$1,949,101.00
1	1.3	Review and adopt curriculum	All	$158,100.00				$158,100.00
1	1.4	Teacher residents and teacher induction	All	$451,080.00				$451,080.00
1	1.5	Enrichment Curricular Programs	All	$20,000.00				$20,000.00
2	2.1	ELD data analysis and implementation of success metrics	English Learners	$18,647.00				$18,647.00
2	2.2	ELD Professional Development	English Learners	$13,985.00				$13,985.00
2	2.3	English Learner Program	English Learners	$19,363.00			$41,046.00	$60,409.00
2	2.4	English Learner Reclassification	English Learners				$18,453.00	$18,453.00
2	2.5	Instructional Coaching and Professional Development	English Learners Foster Youth Low Income	$118,935.00			$93,165.00	$212,100.00
2	2.6	Math PD and Coaching	English Learners Foster Youth Low Income	$29,495.00			$28,769.00	$58,264.00
3	3.1	Participation opportunities	All	$12,589.00				$12,589.00
3	3.2	Family engagement	All	$12,588.00				$12,588.00
3	3.3	Family engagement marketing	All	$9,400.00				$9,400.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.4	Parent leadership	All	$12,700.00				$12,700.00
3	3.5	School-Home communication tool	All	$35,100.00				$35,100.00
3	3.6	Translation	English Learners	$30,000.00				$30,000.00
4	4.1	Graduation Pathways	English Learners Foster Youth Low Income	$101,887.00				$101,887.00
4	4.2	College/Career	English Learners Foster Youth Low Income	$19,147.00				$19,147.00
4	4.3	AP Exam	All	$17,797.00				$17,797.00
4	4.4	Post-secondary planning	English Learners Foster Youth Low Income	$97,000.00				$97,000.00
5	5.1	Attendance messaging and consistent practice	All	$80,484.00				$80,484.00
5	5.2	Attendance: SARB/SART process	All	$85,474.00				$85,474.00
5	5.3	Student Enrollment, Retention, and Transfers	All	$127,433.00				$127,433.00
5	5.4	Student Activities Coordinator	All	$89,475.00				$89,475.00
6	6.1	Social Emotional Learning	Foster Youth Low Income	$148,216.00				$148,216.00
6	6.2	Advisory Curriculum	Foster Youth Low Income	$30,250.00				$30,250.00
6	6.3	Safety and Connectedness Data	Foster Youth Low Income	$103,722.00				$103,722.00
6	6.4	Support Team (Social Workers)	Foster Youth Low Income	$206,310.00				$206,310.00
6	6.5	Student Support Referrals and Services	Foster Youth Low Income	$363,444.00			$22,556.00	$386,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
6	6.6	Campus Supervisors	All	$510,606.00				$510,606.00
6	6.7	Behavior Data System	All	$11,335.00				$11,335.00
7	7.1	Course access	All	$73,743.00	$13,131.00			$86,874.00
7	7.2	Alignment of course offerings	All	$19,050.00				$19,050.00
7	7.3	Expand course offerings	All	$6,398.00				$6,398.00
7	7.4	Career and Technical Education (CTE)	All	$174,000.00				$174,000.00
8	8.1	Tier 1 instruction	All	$5,001,616.00	$6,566.00		$29,250.00	$5,037,432.00
8	8.2	Academic interventions	English Learners Foster Youth Low Income	$1,685,001.00			$213,234.00	$1,898,235.00
8	8.3	Educational software	English Learners Foster Youth Low Income	$23,500.00				$23,500.00
8	8.4	Assessment tools	English Learners Foster Youth Low Income	$85,500.00				$85,500.00
8	8.5	Progress monitoring and data analysis	English Learners Foster Youth Low Income	$25,500.00	$26,262.00		$29,250.00	$81,012.00
8	8.6	Extended (summer) learning	English Learners Foster Youth Low Income	$65,000.00			$23,400.00	$88,400.00
8	8.7	Special Education	Students with Disabilities		$745,131.00			$745,131.00

2022-23 Contributing Expenditures Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$10,197,001	$2,747,531	26.94%	0	26.94%	$3,184,902.00	0.00%	31.23%	**Total:**	$3,184,902.00
								LEA-wide Total:	$3,102,907.00
								Limited Total:	$81,995.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	ELD data analysis and implementation of success metrics	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$18,647.00	
2	2.2	ELD Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$13,985.00	
2	2.3	English Learner Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$19,363.00	
2	2.4	English Learner Reclassification	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
2	2.5	Instructional Coaching and Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$118,935.00	
2	2.6	Math PD and Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,495.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.6	Translation	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$30,000.00	
4	4.1	Graduation Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$101,887.00	
4	4.2	College/Career	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,147.00	
4	4.4	Post-secondary planning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$97,000.00	
6	6.1	Social Emotional Learning	Yes	LEA-wide	Foster Youth Low Income	All Schools	$148,216.00	
6	6.2	Advisory Curriculum	Yes	LEA-wide	Foster Youth Low Income	All Schools	$30,250.00	
6	6.3	Safety and Connectedness Data	Yes	LEA-wide	Foster Youth Low Income	All Schools	$103,722.00	
6	6.4	Support Team (Social Workers)	Yes	LEA-wide	Foster Youth Low Income	All Schools	$206,310.00	
6	6.5	Student Support Referrals and Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	$363,444.00	
8	8.2	Academic interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,685,001.00	
8	8.3	Educational software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,500.00	
8	8.4	Assessment tools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$85,500.00	
8	8.5	Progress monitoring and data analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,500.00	
8	8.6	Extended (summer) learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,414,986.00	$3,414,986.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Credentials	Yes	$160,000.00	$160,000.00
1	1.2	Engagement and Governance	Yes	$225,000.00	$225,000.00
1	1.3	Review and Adopt new curriculum.	Yes	$118,594.00	$118,594.00
1	1.4	Credential process.	Yes	$79,172.00	$79,172.00
1	1.5	Curriculum integration	Yes	$21,500.00	$21,500.00
1	1.6	Facility Conditions.	Yes	$1,025,782.00	$1,025,782.00
1	1.7	Enrichment Curricular Programs	Yes	$30,000.00	$30,000.00
2	2.1	ELD data analysis	Yes	$38,124.00	$38,124.00
2	2.2	Appropriate implementation	Yes	$8,124.00	$8,124.00
2	2.3	Implementation of Success Metrics	Yes	$40,000.00	$40,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Participation opportunities	Yes	$28,408.00	$28,408.00
3	3.2	Family Engagement.	Yes	$28,408.00	$28,408.00
3	3.3	Family Engagement Marketing	Yes	$53,716.00	$53,716.00
3	3.4	Parent Leadership	Yes	$28,408.00	$28,408.00
4	4.1	Gather and report information	Yes	$57,633.00	$57,633.00
4	4.2	Track and Support Retention	Yes	$8,124.00	$8,124.00
4	4.3	GPA Data	Yes	$29,400.00	$29,400.00
4	4.4	English Learner Program	Yes	$17,011.00	$17,011.00
4	4.5	English Learner Reclassification	Yes	$17,011.00	$17,011.00
4	4.6	AP Exam	Yes	$29,400.00	$29,400.00
4	4.7	College/Career	Yes	$55,133.00	$55,133.00
4	4.8	Enhance faculty training	Yes	$61,290.00	$61,290.00
5	5.1	Messaging and Consistent Practice	Yes	$73,756.00	$73,756.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.2	Ongoing development	Yes	$173,396.00	$173,396.00
5	5.3	Feedback and follow through	Yes	$102,164.00	$102,164.00
5	5.4	Graduation Rates	Yes	$29,400.00	$29,400.00
5	5.5	Graduation Rates	Yes	$29,400.00	$29,400.00
6	6.1	Social Emotional Learning	Yes	$21,972.00	$21,972.00
6	6.2	Expulsion Rates	Yes	$113,756.00	$113,756.00
6	6.3	Safety and Connectedness	Yes	$113,756.00	$113,756.00
6	6.4	Support Team	Yes	$80,000.00	$80,000.00
7	7.1	Course Access	Yes	$390,612.00	$390,612.00
7	7.2	Alignment of course offerings	Yes	$55,133.00	$55,133.00
8	8.1		Yes	$55,133.00	$55,133.00
8	8.2		Yes	$16,270.00	$16,270.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,370,062	$2,761,825.00	$2,761,825.00	$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Credentials	Yes	$160,000.00	$160,000.00		
1	1.2	Engagement and Governance	Yes	$225,000.00	$225,000.00		
1	1.3	Review and Adopt new curriculum.	Yes	$118,594.00	$118,594.00		
1	1.4	Credential process.	Yes	$37,700.00	$37,700.00		
1	1.5	Curriculum integration	Yes	$21,500.00	$21,500.00		
1	1.6	Facility Conditions.	Yes	$764,384.00	$764,384.00		
1	1.7	Enrichment Curricular Programs	Yes	$30,000.00	$30,000.00		
2	2.1	ELD data analysis	Yes	$38,124.00	$38,124.00		
2	2.2	Appropriate implementation	Yes	$8,124.00	$8,124.00		
2	2.3	Implementation of Success Metrics	Yes	$40,000.00	$40,000.00		
3	3.1	Participation opportunities	Yes	$28,408.00	$28,408.00		
3	3.2	Family Engagement.	Yes	$28,408.00	$28,408.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Family Engagement Marketing	Yes	$53,716.00	$53,716.00		
3	3.4	Parent Leadership	Yes	$28,408.00	$28,408.00		
4	4.1	Gather and report information	Yes	$57,633.00	$57,633.00		
4	4.2	Track and Support Retention	Yes	$8,124.00	$8,124.00		
4	4.3	GPA Data	Yes	$29,400.00	$29,400.00		
4	4.4	English Learner Program	Yes				
4	4.5	English Learner Reclassification	Yes				
4	4.6	AP Exam	Yes	$29,400.00	$29,400.00		
4	4.7	College/Career	Yes	$55,133.00	$55,133.00		
4	4.8	Enhance faculty training	Yes	$61,290.00	$61,290.00		
5	5.1	Messaging and Consistent Practice	Yes	$73,756.00	$73,756.00		
5	5.2	Ongoing development	Yes	$173,396.00	$173,396.00		
5	5.3	Feedback and follow through	Yes	$102,164.00	$102,164.00		
5	5.4	Graduation Rates	Yes	$29,400.00	$29,400.00		
5	5.5	Graduation Rates	Yes	$29,400.00	$29,400.00		
6	6.1	Social Emotional Learning	Yes				
6	6.2	Expulsion Rates	Yes	$113,756.00	$113,756.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
6	6.3	Safety and Connectedness	Yes	$113,756.00	$113,756.00		
6	6.4	Support Team	Yes	$80,000.00	$80,000.00		
7	7.1	Course Access	Yes	$96,315.00	$96,315.00		
7	7.2	Alignment of course offerings	Yes	$55,133.00	$55,133.00		
8	8.1		Yes	$55,133.00	$55,133.00		
8	8.2		Yes	$16,270.00	$16,270.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	$2,370,062	0	0.00%	$2,761,825.00	0.00%	0.00%	$0.00	0.00%

Instructions

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For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

    o   This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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