



LCAP 2023-24 Mid-Year Update Report

January 29, 2024

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Background Information:

In accordance with the California Education Code sections 47606.5(e) and 52062(a)(6), our school district is committed to providing transparent and comprehensive information to our educational partners. As mandated, we are required to present a detailed report on the annual update to the Local Control and Accountability Plan (LCAP) and the Budget Overview for Parents. This presentation takes place at a regularly scheduled meeting of the governing board of the Local Educational Agency (LEA) and is due on or before February 28 of each year.

This report encompasses a thorough examination of all available mid-year outcome data, specifically focusing on metrics identified in the current year's LCAP. Additionally, we will provide a comprehensive overview of mid-year expenditure and implementation data pertaining to all actions identified in the LCAP. This commitment to transparency ensures that our community is well-informed about the progress, challenges, and financial allocations associated with our educational priorities.

We recognize the importance of this annual update in fostering a collaborative and informed community. Through this report, we aim to fulfill our responsibility to communicate effectively with the public, the governing board, and all stakeholders involved in shaping the future of our educational programs.

Guiding Questions

Please consider the following questions to inform feedback you provide:

- Based on the updates you are receiving, what is your sense of the level of progress being made - great progress and pace, adequate pace, or off-pace?
- Do you have any thoughts on things we should **start, stop, or continue** this year?
- Any initial thoughts on items you think we should address or incorporate into the next LCAP?

Budget Overview for Parents

In this section, we present a **concise financial snapshot** outlining the allocation and utilization of funds in the 2023-24 fiscal year. The table below provides a breakdown of funding sources as of the **1st interim report in 2023-24**. This overview aims to keep our educational partners informed about the financial landscape of our educational initiatives.

Please see the “Implementation and Expenditure” section below for budget allocation to action items.

Budget Item	Original 2023-24	1st Interim 2023-24	Difference
LCFF General Fund	\$11,492,688	\$11,393,744	(\$98,944)
LCFF Supplemental & Concentration Grants <i>(Included in Total LCFF Funding)</i>	\$3,031,311	\$2,921,526	(\$109,785)
Total LCFF Funds	\$14,523,999	\$14,315,270	(\$208,729)
All Other State Funds	\$4,516,657	\$3,977,172	(\$539,485)
All Local Funds	\$10,620,830	\$9,870,512	(\$750,318)
All Federal Funds	\$1,363,924	\$1,219,350	(\$144,574)
Total Projected Revenue (All Public Funds)	\$31,025,410	\$29,382,304	(\$1,643,106)
Total Budgeted General Funds Expenditures	\$30,975,410	\$29,332,304	(\$1,643,106)

Mid-Year LCAP Expenditures

This table shows LCFF funds budgeted as well as mid-year expenditures. **So far, we are tracking well with having spent a little more than 50% of the amount budgeted for this school year.**

Goal Area	Budgeted	Mid-Year Expenditures
Goal 1: Basic Conditions	\$3,462,106	\$1,731,053
Goal 2: Academic Standards	\$548,603	\$274,301
Goal 3: Family Partnerships	\$176,158	\$88,079
Goal 4: College and Career Readiness	\$389,838	\$194,920
Goal 5: Student Engagement	\$379,168	\$189,584
Goal 6: School Climate	\$1,518,453	\$759,227
Goal 7: Course Access	\$239,070	\$119,985
Goal 8: Academic Growth	\$8,391,879	\$4,195,990
Total Mid-Year LCAP Expenditures	\$15,105,275	\$7,553,139

Implementation and Expenditure Data Updates

In this section, we present Implementation and Expenditure Data Updates, providing a **detailed explanation of the progress made towards our overarching LCAP goals**. The tables below are **categorized by goal**, offering insights into the actions undertaken to achieve these objectives. The tables include information on the **implementation status of these actions, updates on the budget allocated for each goal, and a snapshot of our mid-year expenditures**.

This breakdown allows for a comprehensive understanding of the steps taken, their current status, and the financial aspects associated with our pursuit of each LCAP goal

Guiding Questions

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- Based on the updates you are receiving, what is your sense of the level of progress being made - great progress and pace, adequate pace, or off-pace?
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- Any initial thoughts on items you think we should address or incorporate into the next LCAP?

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.

Action Title	Implementation Level	Progress to Goals	Total Funds Budgeted	Mid-Year Expenditures
<p>Action 1: Credential process</p>	<p>Fully Implementing</p>	<p>The Human Resources Department (HR) at Making Waves Academy (MWA) plays a crucial role in ensuring compliance with CTC and AB1505 requirements for teacher credentialing. This includes actively participating in the hiring and screening of new faculty candidates, guiding presently employed educators through the credentialing process, and overseeing the issuance of credentials, permits, or waivers until educators attain a "clear" credential status.</p> <p>HR collaborates with the Director of New Teacher Development and Support to provide mentors for teachers as part of the Teacher Induction Process (TIP), and develops structured teacher plans to ensure educators meet specific milestones for continued employment at the organization.</p>	<p>\$64,425</p>	<p>\$32,213</p>
<p>Action 2: Facilities conditions and review plan</p>	<p>Fully Implementing</p>	<p>The facility management involves routine maintenance, inspections, and a preventative maintenance schedule. Regular inspections, including fire marshal, health department, and equipment inspections, are conducted to ensure safety and compliance. Maintenance tickets are generated based on inspection results, and staff can submit tickets through SolarWinds for prompt addressing of issues.</p> <p>The Contra Costa County Office of Education (CCOE) conducts annual facility evaluations using the Facility Inspection Tool(FIT), with recent scores indicating a "Good" rating.</p> <p>A Preventative Maintenance plan is implemented annually by the Making</p>	<p>\$2,804,483</p>	<p>\$1,402,241</p>

		<p>Waves Foundation's Integrated Facilities Services (MWIFS) team, scheduling maintenance at non-disruptive times. An annual inventory of furniture, equipment, and appliances was completed in 2023, ensuring sufficient resources for the current enrollment. However, additional furniture, including Open Learning Space furniture and office furniture, will be purchased in 2024 to replace damaged items and accommodate staffing increases.</p>		
<p>Action 3: Review and adopt curriculum</p>	<p>Fully Implementing</p>	<p>New curriculum adopted for ELD (schoolwide), Math (upper school), Science (schoolwide), 5th grade ELA, and Spanish Language (upper school).</p>	<p>\$182,160</p>	<p>\$91,080</p>
<p>Action 4: Teacher residents and teacher induction</p>	<p>Fully Implementing</p>	<p>The Teacher Residency Program at Making Waves Academy (MWA) involves a partnership with Alder GSE to enhance the essential elements of the program. Residents, under the guidance of the onsite Director of Teacher Residency and Alder, undergo a rigorous and supportive training to become highly effective certificated teachers. The program focuses on instilling MWA's mission, instructional playbook, cultural competency, social-emotional learning, data-driven evaluation cycles, and a growth mindset. Support for residents includes co-teaching experiences, test assistance, pedagogical resources, program counseling, instructional coaching, and financial aid for test preparation materials.</p> <p>In parallel, the Teacher Induction Program (TIP) is managed by HR staff in collaboration with school leaders. Eligible teachers for induction, leading to a clear credential, are identified, and their eligibility is communicated to the CCCOE for mentor matching. MWA has expanded its partnership with CCCOE to utilize external mentors for the induction program, maximizing mentor availability. The number of TIP placements varies annually based on needs, external mentor availability, and internal mentor capacity, with all associated costs covered by MWA.</p>	<p>\$411,038</p>	<p>\$205,519</p>

Goal 2: Academic Standards

Build teacher and leader capacity to effectively develop, implement, and refine vertically-aligned, standards-based learning for all students, including English Learners.

Action Title	Implementation Level	Progress to Goals	Total Funds Budgeted	Mid-Year Expenditures
Action 1: ELD data analysis and implementation of success metrics	Fully Implementing	All EL students have received an English Language Development (ELD) Progress Report containing their individual scores (ELPAC, STAR, etc.) within the context of reclassification , as well as space for goal setting . Teachers have been given English Learner (EL) Profiles , which also included individual student data (ELPAC, STAR, etc.) for each EL in their grade level, as well as grade-level overviews .	\$18,150	\$9,075
Action 2: ELD Professional Development	Fully Implementing	A Designated ELD Professional Development (PD) has been provided to ELD teaching in August in line with the new ELD curriculum . Bi-weekly ELD Professional Learning Communities (PLCs) are held for ELD teachers to support curriculum implementation. ELD teachers are provided with a hub outlining implementation resources, materials, and pacing.	\$13,613	\$6,806
Action 3: English Learner Program	Fully Implementing	Integrated ELD resources have been made available to all staff through the ASST website . Vocabulary instruction has been identified as a priority for ELs , and teachers are required to identify which vocabulary words are being taught as well as EL-specific accommodations on WAAGs . Integrated ELD PD sessions throughout the year targeting academic vocabulary development, close reading/novel study , and other linguistic supports .	\$64,630	\$32,315

<p>Action 4: English Learner Reclassification</p>	<p>Partially Implemented</p>	<p>A PD session will be held for all ELPAC proctors, with follow-up PDs planned for individual groups during the ELD PLC space, or as needed.</p> <p>Families of ELs have been provided reclassification support/notification through monthly ELAC meetings (with topics including reclassification policy, supporting literacy development, and ELPAC testing), EL progress reports documenting progress towards reclassification, and the MWA ELAC website.</p> <p>Fluent English Proficient (RFEP) monitoring will follow the same system as last year, with further refinement needed.</p>	<p>\$18,150</p>	<p>\$9,075</p>
<p>Action 5: Instructional Coaching and Professional Development</p>	<p>Partially Implemented</p>	<p>In the 2022-23 PD calendar, five days are allocated for school-wide or division-specific academic data analysis. 2 of these days focus on Interim Block Assessment analysis, addressing student progress on specific standards, while three are dedicated to NWEA MAP (math) and STAR (reading) analysis, aligning with college and career readiness standards.</p> <p>For the 2023-2024 academic year, the Principal-formed Instructional Leadership Team, comprising instructional experts, provides biweekly feedback on weekly lesson planning tools and conducts a three-part cycle of formal evaluations using a modified TNTP rubric. One key domain in the rubric, "Essential Content" (Domain 2), specifically evaluates if all students are engaged in content aligned with appropriate standards.</p> <p>Lead Teachers and ILT members have received training on using Instructional Practice Guides, aligning with the evaluation rubric and assessing if lessons reflect the demands of Common Core standards.</p>	<p>\$363,183</p>	<p>\$181,591</p>
<p>Action 6: Math PD and Coaching</p>	<p>Partially Implemented</p>	<p>All math teachers participated in curriculum training at the beginning of the year (during August PD) to specifically support the use of the curriculum [Carnegie Learning (upper school) and Open Up (middle school)]. Carnegie Learning provides virtual coaching to teacher teams around teaching and pacing the 3 core courses: Algebra 1 & 2 and Geometry.</p> <p>The Math Lead teacher has implemented co-planning sessions since the beginning of the year and acts as the instructional coach. Both middle school and upper school have received training adaptive learning components of curriculum (Mathia & IXL).</p> <p>The math coaches in both middle school and upper school have received training from Instructional Partners around conducting observations and providing feedback to teachers around alignment of lessons to the rigor of the Common Core standards.</p>	<p>\$70,877</p>	<p>\$35,439</p>

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.

Action Title	Implementation Level	Progress to Goals	Total Funds Budgeted	Mid-Year Expenditures
Action 1: Participation and input opportunities	Partially Implemented	<p>Parent Talks provided via Zoom 2 per month (morning and evening), each month, starting in October, 2023.</p> <p>School Climate survey from fall 2023 (needs to be analyzed)</p> <p>Parent survey developed before the end of semester 1 around course offerings, et al. topics.</p>	\$80,118	\$40,059
Action 2: Family engagement	Partially Implemented	<p>Assistant Principal(s) participate and co-plan parent engagement events for their cluster, including Parent/ Guardian Talks (held monthly), 3 Parent/ Guardian Workshops held 3x per year and a Back to School Event held in September each year.</p> <p>Master Calendar is updated with events for entire year by/ before the start of the school year and updated regularly. ParentSquare, communications system, is consistently used to remind parents of upcoming events - thought the cadence of messaging could be more regular/ and/ or frequent. A system has been developed for parent volunteering and some parents participate in campus supervision after receiving Livescan/ DOJ (fingerprinting) clearance.</p>	\$49,140	\$24,570
Action 3: Parent leadership & support	Not Implemented	<p>In the fall, Nelson hosted 2 informational meetings and one in-person meeting to discuss re-launching the Parent Wave Reps. The idea of hosting elections was dispensed with in order to be more inclusive. The idea was to share a Parent Wave Rep commitment form and ask those interested to review and commit to these expectations. We would also try to have representation among all grade levels/Waves. The initial meeting only drew about 4 parents, not enough to get started. Consideration for what to do</p>	\$10,000	\$5,000

		<p>next is underway.</p> <p>There have been three ELAC meetings this year, with topics including reading fluency and progress monitoring. Attendance for each of these meetings was between 10 to 30 attendees, which is consistent from last year, with the majority of families representing middle school students. While the most ELAC meetings are held virtually over zoom, the October meeting took place on campus in an effort to create more community among parents. The ELD Coordinator has begun partnering with the Parent Coordinator to begin assessing ways to bring more families into the ELAC space; One potential block that has been identified is ELAC meeting timing. Currently, we are working on surveying parents regarding meeting time and location preferences. In addition to ELAC meetings, parents of ELs receive EL-specific progress reports that detail student achievement and progress towards reclassification.</p>		
Action 4: School-Home communication tool	Fully Implementing	MWA implemented ParentSquare in July 2023 successfully. 99.3% of families are contactable via ParentSquare	\$6,900	\$3,450
Action 5: Translation	Partially Implemented	<p>An Outreach Protocol was developed and reviewed 2x with the faculty, which provides the steps and details of accessing translation and interpretation services for parent-advisor conferences and family meetings.</p> <p>Translation and documents that require translation are processed through the school's internal system and communicated to parents and guardians.</p>	\$30,000	\$15,000

Goal 4: College and Career Readiness

Support student achievement so that each learner can make progress toward high school completion and have opportunities to demonstrate college and career readiness.

Action Title	Implementation Level	Progress to Goals	Total Funds Budgeted	Mid-Year Expenditures
<p>Action 1: Graduation Pathways</p>	<p>Partially Implemented</p>	<p>Career & college individual pathway plans for seniors and juniors have been created; however, faculty and staff have not been widely-trained</p> <p>Significant amount of work has been done with senior advisors; however, more work needs to be done with advisors and homeroom teachers in grades 5-11</p> <p>Summer Program Planning will put significant emphasis on reintroducing support to 9th and 10th graders for college and career preparation. Focus will also continue with 11th and 12th graders</p> <p>All upper school students are programmed into courses that meet MWA graduation requirements</p> <p>Updates for 23-24 Academic School Year:</p> <ul style="list-style-type: none"> ● Completed the addition of all 4 credit recovery sections ● Completed the addition of Advanced Placement courses (Enviro. Sci. & Comp. Sci) ● Completed the addition of three A-G-approved classes (Astronomy, Journalism/ Creative Writing & Intermediate Theater) <p>Revisit Internal calendar for reporting out Senior progress to graduation</p> <p>Continued collaboration between the CCC and Special Education and ELD</p>	<p>\$130,963</p>	<p>\$65,481</p>

		<p>team for master schedule creation and scheduling of individual students occurred in the spring and summer</p>		
<p>Action 2: College/Career</p>	<p>Partially Implemented</p>	<p>Will be addressed for the 2024-2025 School Year in Summer Program Planning Meetings</p> <p>AP/CTE Spring showcase TBA</p> <p>Trainings should be implemented for Faculty on the CCI Indicator, A-G requirements/progress to graduation and UC and CSU eligibility</p> <p>An Advisory Scope and Sequence is in development for 5-6, 7-9 and 10-12, but has yet to be launched - tentative plan to launch C&C exploration for spring of 2024 (approximately 3-4 lessons)</p> <p>Planning is needed to find appropriate space & time for involving "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."</p>	<p>\$93,485</p>	<p>\$46,743</p>
<p>Action 3: AP Exam</p>	<p>Partially Implemented</p>	<p>AP Teachers are observed by an instructional leadership team member every two weeks and receive coaching through informal and formal observations</p> <p>5 out of 6 AP teachers have been provided with week-long AP Workshop or similar training prior to teaching the course</p> <p>79% of students enrolled in AP course have signed up for AP Exams in May (2023-24)</p> <p>AP Coordinator works with faculty to ensure access to AP Classroom (online)</p> <p>Still need to set dates to provide AP results/ data analysis</p>	<p>\$42,325</p>	<p>\$21,163</p>

		<p>In Progress: AP Potential will be used to make inform AP course enrollment next year. Current AP Potential data only includes SAT scores from the 11th grade and ~40 12th graders.</p>		
<p>Action 4: Post-secondary planning</p>	<p>Partially Implemented</p>	<p>100% of Rising Graduates have indicated a Post-Secondary Plan</p> <p>74/85 (87%) students submitted applications to UC and CSU; 20 of 85 (24%) applied to private, out-of-state and HBCU applications</p> <p>82/85 (96%) Rising Graduates are on track for June graduation; 12/85 (14%) Rising Graduates are in danger of retention, or non-graduation</p> <p>Community College Applications will be completed in January 2024</p> <p>An Advisory Scope and Sequence is in development for 5-6, 7-9 and 10-12, but has yet to be launched - tentative plan to launch C&C exploration for spring of 2024 (approximately 3-4 lessons)</p>	<p>\$123,065</p>	<p>\$61,533</p>

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.

Action Title	Implementation Level	Progress to Goals	Total Funds Budgeted	Mid-Year Expenditures
<p>Action 1: Attendance messaging and consistent practice</p>	<p>Fully Implementing</p>	<p>Using the new ParentSquare platform for attendance notification. Parents are notified of Unverified absences, tardy to school, and cuts.</p> <p>Criteria for perfect attendance certificates established. Perfect attendance certificates distributed to students during advisory. Certificates also created for students who were not perfect attendance but were present every day.</p> <p>CEO Dashboard for ADA completed each month which gets shared with the community.</p> <p>Attendance packet created and distributed during back to school. Also, attendance contact info sent via ParentSquare.</p> <p>Flyers were put up in main offices and sent to families via ParentSquare. Attendance posts on ParentSquare.</p>	<p>\$62,897</p>	<p>\$31,449</p>
<p>Action 2: Attendance: SARB/SART process</p>	<p>Fully Implementing</p>	<p>Daily absence notifications sent via ParentSquare.</p> <p>SART Letters are being sent to students who meet the truancy threshold bi-weekly.</p> <p>Holding SART meetings with families of truant students.</p> <p>Daily calls to parent(s)/guardian(s) of students with unexcused absences.</p>	<p>\$91,289</p>	<p>\$45,644</p>

		<p>Average Daily Attendance 94.3% compared to 92.9% this time last year (Nov 2022).</p> <p>Chronic absenteeism 16.5% compared to 26.4% this time last year (Nov 2022).</p>		
Action 3: Student Enrollment, Retention, and Transfers	Fully Implementing	<p>Registrar calls the next student on the waitlist when an opening is available for 5th - 8th grades.</p> <p>New students are given orientation by DOS.</p> <p>Families of exiting students meet with the Registrar to complete a transfer form which asks parents to indicate reason for leaving.</p> <p>Transfers out of MWA: 43</p> <ul style="list-style-type: none"> ● This year 42% of exits were male, 58% were female. ● 51% of exits were from Middle School, 49% were from Upper School. ● 49% of transfers occurred over the summer. 	\$49,832	\$24,916
Action 4: Student Activities	Fully Implementing	<p>MS Student Activities Coordinator onboarded over the summer.</p> <ul style="list-style-type: none"> ● 11 Clubs in the Middle School including ASB. ● 23 Clubs in the Upper School. <ul style="list-style-type: none"> ○ 56% of 12th graders are participating in 2 or more club meetings. ● 7 Middle School sports teams with a possibility of more to be added. <ul style="list-style-type: none"> ○ ~95 Middle School student athletes for Fall/Winter sports. ● 12 Upper School sports teams participated in Fall/Winter with 6 teams to begin in the Spring. <ul style="list-style-type: none"> ○ 164 Upper School student athletes for Fall/Winter sports. 	\$175,150	\$87,575

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.

Action Title	Implementation Level	Progress to Goals	Total Funds Budgeted	Mid-Year Expenditures
Action 1: Social Emotional Learning	Fully Implementing	<p>4 Friday Professional Development sessions are scheduled for the 2023-24 school year dedicated to Culture and Discipline.</p> <p>5 cultural practices are part of the newly developed Instructional Playbook. These practices are ones teachers receive ongoing feedback and support in learning and implementing.</p> <p>In addition, a Dean of Restorative Practices is in place for each division (2 total).</p> <p>Next steps will include increasing the number of restorative circles among students and with adults with their deans and ultimately (for lower level issues) within their classrooms.</p>	\$177,073	\$88,536
Action 2: Advisory Curriculum	Partially Implemented	<p>A new SEL curriculum has been purchased, but it is not being used by all advisors and homeroom teachers. They need more time for training and support. However, the new online SEL system, Nearpod, can be used across all MWA grades (5th-12th) with differentiated curriculum based on grade level.</p>	\$24,570	\$12,285
Action 3: Safety and Connectedness Data	Fully Implementing	<p>CEO shares monthly data updates with staff regarding attendance, referrals, suspensions, and restorative conferences. Assistant Principal shares data related to Student Support twice a semester.</p> <ul style="list-style-type: none"> 50% of all students feel school connectedness (+1% over AY 22-23) 51% of all students feel safe at school (-1% from last year). 	\$120,036	\$60,018

		<ul style="list-style-type: none"> • 58% of all students feel close to someone at school (+2% from last year). • As of November 2023, the suspension rate is at 5.7% and leveling off. • As of November 2023, only one expulsion has taken place. 		
Action 4: Support Team (Social Workers)	Fully Implementing	<p>Currently onboarding a new social worker. Social Workers receive ongoing training from the Contra Costa County Office of Education (CCOE) on topics such as homeless/foster youth services.</p> <p>The majority of our students have not been suspended or referred for support.</p> <p>There is an observable pattern of students struggling with general anxiety that seems to be stress-induced (academics, home life, social/peer relationships).</p> <ul style="list-style-type: none"> • 5% of students have been referred for support through the Student Services Team. 100% students referred have received access to necessary resources. • 95.4% of students have not been suspended. • 93.7% of students have not been referred for support from the Student Services Team. <p>The highest levels of support and discipline referrals are coming from the 6th and 9th-grade levels.</p> <p>Most students referred for Student Services Support have more than 2 areas of concern by the time they are referred.</p>	\$203,182	\$101,591
Action 5: Student Support Referrals and Services	Fully Implemented	<p>MWA provided training for all staff during August PD around Notice. Talk. Act. (NTA), mandated reporting, and crisis protocols.</p> <p>Provide ongoing consultations to staff and collaborates with community/educational partners for appropriate referrals.</p>	\$215,275	\$107,638

<p>Action 6: Campus Supervisors</p>	<p>Partially Implemented</p>	<p>Budget was updated to hire additional campus supervisors, bringing the total to 8; 1 of 8 is a Lead Campus Supervisor position (job description in the process of finalization).</p> <p>7 of 8 positions are filled, new hire (8th position) pending start date in January 2024.</p>	<p>\$643,717</p>	<p>\$321,859</p>
<p>Action 7: PBIS and Behavior Data System</p>	<p>Partially Implemented</p>	<p>Kickboard is fully online. Additional training and support are needed for consistent use across the school. PBIS implementation has not started.</p>	<p>\$109,600</p>	<p>\$54,800</p>
<p>Action 8: Cultural Celebrations</p>	<p>Fully Implemented</p>	<p>Throughout the year beginning in August, there are multiple activities/events that celebrate cultures and diversity in both the Lower and Upper Schools. The calendar is posted on the school website for the MWA community to view. Some of the celebrations include:</p> <ul style="list-style-type: none"> • ASB Retreat • Welcome All School Meeting • Fall Festival • National Hispanic Heritage Month/Raices Extended Lunch celebrations • Spirit Week • Pep Rally • Fall Dance/Spooky Hallway • Day of Lights Door Decorating Contest • Day of Lights Potluck • Academic/Core Value Awards Ceremony • Black College Expo Trip • Black History Month/BSU Assembly. 	<p>\$25,000</p>	<p>\$12,500</p>

Goal 7: Course Access

In order to prepare all students for college and career, we will maintain and expand access to a broad course of study.

Action Title	Implementation Level	Progress to Goals	Total Funds Budgeted	Mid-Year Expenditures
<p>Action 1: Course access</p>	<p>Partially Implemented</p>	<p>Currently, all students are programmed for six-period course schedules, meeting graduation requirements. Exceptions exist for 5th-year upper school students who may have fewer than six courses. English language development (ELD) courses and math intervention courses meet twice a week for a total of 120 minutes, with student selection based on ELD classification or math performance and assessments (NWEA MAP). Support classes are also offered during Flex Time, providing up to 4 sessions per week (240 minutes) for students with IEPs, in addition to Specialized Academic Instruction classes within the 6-period core-day schedule.</p> <p>In the spring and summer of 2023, the upper school introduced six new courses into the master schedule, including Astronomy, AP Environmental Science, AP Computer Science Principles, AP Literature, Intermediate Theater, and Journalism & Creative Writing (the last two being semester-long courses).</p> <p>The Associate Director of Academic Advising has initiated a survey process for faculty and students to gauge course interest, laying the groundwork for the Course Request Form (CRF) process. This process involves auditing the current master schedule before officially inviting students to sign up for classes for the 2024-25 school year. In the fall of 2023, the Associate Director of Academic Advising developed Standard Operating Procedures for both the CRF and the Master Scheduling processes, currently in "draft form."</p>	<p>\$97,071</p>	<p>\$48,535</p>
<p>Action 2: Expand course</p>	<p>Partially Implemented</p>	<p>The upper school master schedule maintains collaboration/ common-planning periods for teachers in each content area. The middle</p>	<p>\$26,525</p>	<p>\$13,263</p>

offerings		<p>school master schedule allows for this but only across grade bands (5/6 and 7/8).</p> <p>Efforts will persist to ensure the schedule is "guaranteed and viable" and facilitates a-g completion in a timely manner.</p> <p>While plans are in place to survey staff and students to gather input from educational partners, there is a need to develop plans allowing parents/guardians to provide their input. It is essential to understand the necessity for "trade-offs" in a smaller, public school setting. Specifically, there is a need to analyze the viability of offering a full selection of visual and performing arts (music, visual arts, and theater), along with the potential to offer World Languages other than Spanish.</p> <p>Although Ethnic Studies is being provided to 9th-grade students, a five-year plan addressing Career Technical Education and the offering of Spanish in the middle school or more diverse World Languages in the upper school has not yet been developed.</p>		
Action 3: Career and Technical Education (CTE)	Partially Implemented	Currently there are 34 students in the introductory course sequence for our Health Sciences CTE Pathway and 40 students in the second and final year, Advanced Patient Care . We currently only have 1 CTE teacher.	\$116,374	\$58,187

Goal 8: Academic Growth

Support all learners to achieve growth in academic student outcomes.

Action Title	Implementation Level	Progress to Goals	Total Funds Budgeted	Mid-Year Expenditures
Action 1: Tier 1 instruction	Partially Implemented	Instructors were provided with the MWA unit plan format and Week-At-A-Glance templates that include standards, criteria for success, accommodations, and modifications for each lesson. Teachers collect work samples and meet with Content Leads every other week to discuss strategies for support and mastery of work.	\$4,438,286	\$2,219,143
Action 2: Academic interventions	Partially Implemented	Tiered intervention is provided to students through the following ways: Tier Designation Identification Process, Coaching, Intervention Curriculum & Implementation , and Increased progress monitoring. Flex PLC (designated time) is also utilized. It is noted that the full team has not attended trainings .	\$2,629,057	\$1,314,528
Action 3: Educational software	Not Implemented	Lexia is being implemented in some classrooms, but not all. All students have access to IXL , and it is being utilized as a resources in some classrooms, but not all.	\$23,500	\$11,750
Action 4: Assessment tools	Partially Implemented	The assessment calendar has been created. Assessment results with families were shared during parent/advisory conferences .	\$93,250	\$46,625
Action 5: Progress	Partially Implemented	Teachers are provided student assessment data for use in modifying instruction from coaches and school leadership during professional development and during content team meetings.	\$86,025	\$43,014

monitoring and data analysis				
Action 6: Extended learning	Not Implemented	The school is in the process of thinking about the summer academy programming.	\$96,941	\$48,470
Action 7: Special Education	Partially Implemented	<p>This year, SPED focused on offering more targeted specialized academic instruction (SAI) sections and increased SAI time in the MS and US. In the MS, SPED “pullouts” occur during homeroom, Flex period, and, for some students, during core day instruction. For students in the US, there are SAI courses taking place during the core day in lieu of an elective; these are geared toward students who require more extensive academic intervention and support. SAI sections during Flex Period ere designated for math lab intervention, reading lab intervention, and academic support.</p> <p>Last year, the MS implemented the Sunday curriculum, a small group phonics reading intervention program in grades 5-7, and Rewards Intermediate in grade 8. This year, SPED has implemented Sondag in all MS grades and increased the frequency of Sondag phonics intervention for students who need reading intervention from 3 times a week to 4 times a week as the majority of students are requiring intensive intervention.</p>	\$1,024,920	\$512,460

Goal Outcome Data Updates

In this section, we turn our attention to Goal Outcome Data Updates, offering a **detailed assessment of our progress towards achieving specific LCAP goals**. The information is organized by goal, providing a comprehensive overview that includes **baseline data** on which these goals were established, a **comparison to last year's outcomes**, and the **desired outcomes** we aim to achieve by the end of this year.

Guiding Questions

Please consider the following questions to inform feedback you provide:

- Based on the updates you are receiving, what is your sense of the level of progress being made - great progress and pace, adequate pace, or off-pace?
- Do you have any thoughts on things we should ***start, stop, or continue*** this year?
- Any initial thoughts on items you think we should address or incorporate into the next LCAP?

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.

Metric	Baseline Data	Year 2 Outcomes (2021-22 LCAP)	Year 3 Mid-Year (Fall 2023)	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 (2022 Williams inspection) Currently auditing curriculum usage.	100% of students have access to standards- aligned curriculum and materials (2023 Williams inspection)	Standards-aligned, culturally responsive curriculum in all content areas.
Human Resources: Percent of teachers who are credentialed and appropriately assigned.	75% in 2019-20 (SARC)	Revised 2021-22 data based on new state methodology: 56.1%	2022-23 data based on the state's standardized "fully credentialed" methodology: 68%	100% of teachers are credentialed, appropriately assigned, and making adequate progress toward their credential pathway.
Facility Inspection Tool	All facilities systems rated "Good"; overall rating of "Exemplary." (2020 FIT)	6 facilities systems rated "Good" and 2 rated "Fair"; overall rating of "Good" (2022 FIT)	All facility systems rated "Good"; overall rating of "Good" (2023 FIT) with 95.89% avg rate.	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%	Retention rate from 2021-22 to 2022-23 school year was 58%	Retention rate from the 2022-23 to 2023-24 school year was 75%	80% teacher retention.

Goal 2 - Academic Standards

Build teacher and leader capacity to effectively develop, implement, and refine vertically-aligned, standards-based learning for all students, including English Learners.

Metric	Baseline Data	Year 2 Outcomes (2021-22 LCAP)	Year 3 Mid-Year (Fall 2023)	Desired Outcome (for 2023-24)
ELD training and progress monitoring	<p>Money allotted in the budget is utilized for state purposes for equipment, materials, and training.</p> <p>80% or more of the Professional Development plan is implemented 100% or more of the progress monitoring system for English Language Development is implemented.</p>	<p>100% of the Semester 1 Professional Development plan was implemented with fidelity (2022-23).</p> <p>100% of progress monitoring system for English Language Development implemented (2022-23).</p>	<p>A Designated ELD Professional Development (PD) has been provided to ELD teaching in August in line with the new ELD curriculum.</p> <p>Bi-weekly ELD Professional Learning Communities (PLCs) are held for ELD teachers to support curriculum implementation.</p> <p>ELD teachers are provided with a hub outlining implementation resources, materials, and pacing.</p>	<p>Original: All staff are coached regularly on implementation of ELD professional development.</p> <p>Revised: All appropriate staff delivering ELD support are evaluated and meet expectations for proficient instruction and support.</p>
English Learner Progress Indicator (ELPI) (percent making progress toward English Language Proficiency) English Learner	<p>44.8% (2019 ELPI)</p> <p>ELPI is not currently being calculated on the California School Dashboard due to COVID-related suspension of some</p>	<p>49.8% (2022 ELPI)</p>	<p>14.5% of all MWA English Learners (all grades) reclassified in 2022-23 (Dashboard)</p>	<p>50% “making progress” on English Language Progress Indicator (ELPI).</p>

<p>(EL) reclassification rates</p>	<p>dashboard elements; however, 39% scored level 3 and 24% scored level 4 on 2021 Summative ELPAC.</p>			
<p>Standards-based professional development</p>	<p>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)</p>	<p>55% of teachers surveyed agreed or strongly agreed that this year's MWA Professional Development has directly impacted their classroom instruction or learning environment. (2022- 23)</p>	<p>Lead Teachers and ILT members have received training on using Instructional Practice Guides, aligning with the evaluation rubric and assessing if lessons reflect the demands of Common Core standards.</p>	<p>80% of participants believe the professional development session will directly impact their classroom instruction and/or learning environment.</p>
<p>Math coaching and professional development</p>	<p>80% of our math teachers participated in targeted math professional development, including individual coaching. (2021-22)</p>	<p>All math teachers are observed and receive coaching from an instructional leader. All math teachers participate in regular weekly professional development and/or professional learning community. Not all math teachers have received targeted professional development in mathematics yet. (2022-23)</p>	<p>All math teachers participated in curriculum training at the beginning of the school (during August PD) to specifically support the use of the curriculum Carnegie Learning (upper school) and Open Up (middle school). Carnegie Learning provides virtual coaching to teacher teams around teaching and pacing the three core courses: Algebra 1 & 2 and Geometry.</p>	<p>100% of math teachers will participate in a cadence of math coaching in conjunction with our teaching and learning cycle.</p>

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.

Metric	Baseline Data	Year 2 Outcomes (2021-22 LCAP)	Year 3 Mid-Year (Fall 2023)	Desired Outcome (for 2023-24)
Attendance data for family meetings	<p>"Good" family participation. (2020-21)</p>	<p>We held our first on-campus parent meetings/events since pre-COVID. Turnout was low, but it was a good start. Dates are set for the rest of the year.</p>	<p>Attendance at most family events have been far less than 50% attendance. Those include the back-to-school event and the parent education Saturday events. The Parent Advisor Conferences were pretty well attended overall.</p>	<p>"Strong" parent participation (80% or more families participate in family meetings.) We hope to see increased participation in family engagement events.</p>
Parent Climate Survey data	<p>68% of parents surveyed agreed that MWA is responsive to their concerns.</p> <p>70% of parents expressed satisfaction with opportunities for parent participation and input.</p> <p>(May 2022 Parent School Climate Survey)</p>	<p>Will share out at a different time what the spring 2023 data said.</p>	<p>The Parent Climate Survey will be administered later in the year.</p>	<p>80% of parents participate in survey.</p> <p>60% of parents share a high satisfaction rating.</p>

Goal 4 - College and Career Readiness

Support student achievement so that each learner can make progress toward high school completion and have opportunities to demonstrate college and career readiness.

Metric	Baseline Data	Year 2 Outcomes (2021-22 LCAP)	Year 3 Updates (2023-24)	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)	4-year adjusted cohort graduation rate: 86.6% (2021-22)	4-year graduation rate: 90.5% (2022-23)	Original: 95% or higher Revised: 4-year graduation rate: 95%
Drop-out rate	Original: less than 7% drop out Corrected: 1.2% (2019-20; Dataquest, 5 year cohort outcome)	4.8% (2021-22) (Dataquest, 5-year cohort outcome)	0.36% (3 out of 1124) (2022-23) (Dataquest, 5-year cohort outcome)	<1%
Post-secondary planning: Percent of graduates having a post	98.8% (2019-20) 93.5% (2020-21)	95% (2021-22)	98% (2022-23)	95%

<p>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</p>				
<p>College and Career Indicator (CCI): Percent identified as "Prepared" on CCI</p>	<p>60.8% (2019) This metric is not currently published on the state Dashboard due to suspension of some elements during COVID-19. 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)</p>	<p>Local projection shows that at least 43% of current seniors might qualify as "prepared" in CCI based on a combination of A-G completion and 2022 SBAC scores criteria or AP exam results. (2022-23)</p>	<p>*Data is not currently available. College Board CCI is working on it and future SOAR information is forthcoming.</p>	<p>70%</p>
<p>Early Assessment Program (EAP)</p>	<p>MAP EAP: 40% (2019)</p>	<p>Math EAP: 25.3% (2022) ELA EAP: 72% (2022)</p>	<p>Math EAP: 14% (2023) ELA EAP: 52% (2023)</p>	<p>Math EAP: 30% ELA EAP: 70%</p>

results (SBAC Math and ELA results for 11th Grade)	15.6% (2021) ELA EAP: 78% (2019) 61.5% (2021)			
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)	30.6% (2021-22)	42% (2022-23) AP Score Report 22-23	Original: AP Pass rate: 80% Revised: AP pass rate: 30%
UC and CSU eligibility	2020-21: 82.7% 2021-22: 73.6% UC eligible: 2020-21: 74.4% 2021-22: 62.1%	CSU eligible: 2022-23: 67% UC eligible: 2022-23: 56%	CSU eligible: 2023-2024: 77% UC eligible: 2023-2024: 58%	CSU-eligible: 75% or higher UC-eligible: 60% or higher
CTE Pathway Completion	1 completer (<1%) (2020-21)	9.7% of CTE participants completed pathway in 2021-22	*2022-2023-Information is currently being calculated by MWEF. We will have this information at a later date.	5% of CTE participants in an academic year reach CTE "completer" status.

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.

Metric	Baseline Data	Year 2 Outcomes (2021-22 LCAP)	Year 3 Updates (2023-24)	Desired Outcome (for 2023-24)
Average Daily Attendance [ADA] rates	91.8% (2020-21)	92.9%	94.3%	97%
Chronic Absenteeism rates (% who are absent, excused or unexcused, more than 10% of school days)	7.3% (2018-19)	22.7% down 23.1% from last year	Overall: 16.5% as of 11/15/23 (internal data, Schoolzilla) Black/African American: 26.7% Latinx/Hispanic:15.9% English Learners: 18.5% Students with Disabilities: 21.1% Socioeconomically Disadvantaged: not yet available	15.5%
8th grade retention rates	97% of 8th graders matriculated to upper school (2019-20)	96.9% of 8th graders matriculated to the upper school	92% retention rate (160 8th graders -> 147 9th)	95% or more 8th graders matriculate to upper school
Upper school retention rates	98% retention rate in upper school (2019-20)	93.1% retention rate	93.84% retention rate	96% retention in upper school

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.

Metric	Baseline Data	Year 2 Outcomes (2021-22 LCAP)	Year 3 Updates (2023-24)	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)	Seven Friday Professional Development sessions in 2022-23 are focused on SEL or School Culture/Climate topics.	In the 2022-23 PD calendar, five days are allocated for school-wide or division-specific academic data analysis. Two of these days focus on Interim Block Assessment analysis, addressing student progress on specific standards, while three are dedicated to NWEA MAP (math) and STAR (reading) analysis, aligning with college and career readiness standards.	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 problems/ concerns or led to a positive behavior change. (2021-22)	87% of students surveyed who received ongoing services reported the services helped them learning new strategies to manage their problems & concerns or led to a positive behavior change (2022-23)	Survey has not been administered as of November 2023.	95% or more

<p>Social Worker Referrals (was: Holistic Services referrals)</p>	<p>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)</p>	<p>77% of students who have been referred by staff for Social Worker services have received services (2022-23, as of 4/10/23)</p>	<p>5% of students have been referred for support through the Student Services Team. 100% students referred have received access to necessary resources.</p>	<p>95% or more</p>
<p>School Climate Survey</p>	<p>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</p>	<p>49% of students (43% of Upper School students and 52% of Middle School students) surveyed indicated they feel school connectedness (feel safe at school, feel closeness to people at school, feel part of the school, happy to be at school, treated fairly). (2022-23 MWA School Climate Survey).</p> <p>87% of parents surveyed indicated they feel their student is safe at MWA and 83% indicated that MWA is responsive to their concerns and questions. (March 2023 Parent Climate Survey).</p>	<p>50% of all students feel school connectedness (+1% from last year).</p> <p>51% of all students feel safe at school (-1% from last year).</p> <p>58% of all students feel close to someone at school (+2% from last year)</p>	<p>80% or more</p>
<p>Suspension rate (percent of students who were suspended for at least 1 day)</p>	<p>5.9% (2019-20, Dataquest)</p>	<p>Overall: 9.8% (2022-23), CA School Dashboard</p>	<p>As of November 30th, 2023, the suspension rate is at 5.7% and leveling off</p>	<p>< 5% (overall and in both divisions)</p>

Expulsion rate (Dataquest)	0.2% (2019-20, Dataquest)	0.1% (2022-23)	As of November 2023, only one expulsion has taken place.	0%
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Goal 7 - Course Access

In order to prepare all students for college and career, we will maintain and expand access to a broad course of study.

Metric	Baseline Data	Year 2 Outcomes <i>(2021-22 LCAP)</i>	Year 3 Updates <i>(2023-24)</i>	Desired Outcome <i>(for 2023-24)</i>
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.	<p>Middle school: 99.8% of middle school students are taking courses that fulfill local requirements for 8th grade promotion (2022-23)</p> <p>Upper school: 99.7% of upper school students are taking courses that fulfill local requirements for high school graduation (including coursework that is consistent with a-g requirements for UC/CSU eligibility, exceeding the minimum state requirements) (2022-23)</p>	Master Calendar is updated with events for the entire year by/ before the start of the school year and updated regularly and shared through ParentSquare,.	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.

<p>CTE course enrollment</p>	<p>Original: 10% or more will be enrolled in CTE designated courses.</p> <p>Corrected: 31% CTE participation (AY 2019-20 in 2021 SARC)</p>	<p>31% CTE Participation (AY 2021-22, in 2023 SARC)</p>	<p>Currently there are 34 students in the introductory course sequence for our Health Sciences CTE Pathway and 40 students in the second and final year, Advanced Patient Care. We currently only have 1 CTE teacher.</p>	<p>Original: 10% or more will be enrolled in CTE designated courses.</p> <p>Revised: 30%</p>
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Goal 8 - Academic Growth

Support all learners to achieve growth in academic student outcomes.

Metric	Baseline Data	Year 2 Outcomes (2021-22 LCAP)	Year 3 Updates (2023-24)	Desired Outcome (for 2023-24)
CAASPP scores for English and GPA for English	Overall: 50% proficient Middle school: 46% Upper school: 78% (2018-19 ELA SBAC) ELA GPA: 2.05 (2020- 21 Semester 2)	Overall: 39% proficient Black/African American: 45% Latinx/Hispanic: 38% English Learners: 12% Students with Disabilities: 20% Economically Disadvantaged 38% Middle School: 34% Upper School: 72% (2021-22 ELA SBAC) ELA GPA: 2.37 (middle), 2.78 (upper) (2022-23 Semester 1)	022-23 ELA SBAC Overall: 44.72% proficient Black/African American: 43.08% Latinx/Hispanic: 43.47% English Learners: 18.23% Students with Disabilities: 12.73% Economically Disadvantaged: 44.89% Middle School: 43.71% Upper School: 51.77% (2022-23 English SBAC) ELA GPA: 2.6 MS, 2.713 US (2023-24 Semester 1)	ENGLISH: 70% for the middle school and 80% for the upper school pass the SBAC and have GPAs above 2.7.
CAASPP scores for Math and GPA for Math	Overall: 26% proficient Middle school: 24% Upper school: 40% (2018-19 Math SBAC) Math GPA: 2.35 (2020-21 Semester 2)	Overall: 14.5% proficient Black/African American: 17% Latinx/Hispanic: 14% English Learners: 3% Economically Disadvantaged: 15% Students with	Overall: 20.72% proficient Black/African American: 14.06% Latinx/Hispanic: 20% English Learners: 5.45% Economically Disadvantaged: 20.25% Students with Disabilities: 3.64% Middle School: 19.65% Upper School: 14.12% (2022-23	MATH: 30% for the middle school and 50% for the upper school pass the SBAC and have GPAs above 2.7.

		Disabilities: 2% Middle School: 13% Upper School: 25% (2021-22 Math SBAC) Math GPA: 2.69 MS, 2.40 Upper School (2022-23 Semester 1)	Math SBAC) Math GPA: 2.8 MS, 2.5 US (2023-24 Semester 1)	
CAASPP scores for Science and GPA for Science	Overall: 22% proficient Middle school: 20% Upper school: 29% (2018-19 CAST) Science GPA: 2.12 (2020-21 Semester 2)	Overall: 19% proficient Middle School: 21% Upper School: 13% (2021-22 CAST) Middle School Science GAP: 2.63 Upper School Science GPA: 2.43 (2022-23 Semester 1)	Overall: 19% proficient Middle School: 21% Upper School: 13% (2021-22 CAST) Middle School: 17.24% Upper School: 27.98% (2022-2023 CAST) Science GPA: 2.63 Upper School Science GPA: 2.43	SCIENCE: 30% for the middle school and 50% for the upper school pass the CAST and have GPAs above 2.7.
GPA for Social Science	Social Studies/History GPA: 2.24 (2020-21 Semester 2)	Middle School Social Studies/History GPA: 2.95 Upper School Social Studies/History GPA: 2.43 (2022-23 Semester 1)	(2022-23 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	2018-19 PFT: % of students who met 4 out of 6 Fitness Standards: 5th: 27.4% 7th: 28.6% 9th: 18.6%	In 2022-23, our 5th, 7th, and 9th grade students participated in the PFT. (No "pass" rates available for this year due to statewide changes).	In 2022-23, our 5th, 7th, and 9th grade students participated in the PFT. (No "pass" rates available for this year due to statewide changes). Middle School Health and	PHYSICAL FITNESS: 90% or more will pass the annual Physical Fitness Test and have GPAs above 2.5.

	Health and Wellness GPA: 2.81 (2020-21 Semester 2)	Middle School Health and Wellness GPA: 3.42 Upper School Health and Wellness GPA: 3.39 (2022-23 Semester 1)	Wellness GPA: 3.04 Upper School Health and Wellness GPA: 3.3 (2023-24 Semester 1)	
Foreign Language GPA	Foreign Language GPA: 3.0 (2020-21 Semester 2; upper school only)	Upper School Foreign Language course GPA: 3.02 (2022-23 Semester 1)	Upper School Foreign Language course GPA: 2.88 (2023-24 Semester 1)	80% of upper school students will take and pass foreign language classes needed for “a-g” & have GPAs above 3.0.