



*Learn. Graduate. Give Back.*

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title                          | Email and Phone                       |
|-------------------------------------|---|---------------------------------------|
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# 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. |

## 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). | 100% of students have access to standards-aligned curriculum and materials in all subjects (2022 SARC). | 100% of students have access to standards-aligned curriculum and materials in all subjects (2023 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.<br><br>Revised: 75% in 2019-20 (SARC)   | 75% in 2020-21 (SARC)<br><br>74% in 2021-22 (internal data)   | 82% in 2022-23 (internal data)  | 58.32% (AY 22-23 data - 23-24 SARC)   | 100% of teachers appropriately assigned and making adequate progress towards their credential pathway.   |
| Original: Schedule for routine maintenance of key structural, equipment, appliance and operational elements of the facility. | Original: Our systems and approach is being implemented.<br><br>Revised: All facilities systems rated "Good"; overall rating of "Exemplary." (2020 FIT) | All facilities systems rated "Good"; overall rating of "Exemplary." (2021 FIT, reported in SARC)        | 6 facilities systems rated "Good" and 2 rated "Fair"; overall rating of "Good" (2022 FIT)               | 95.81% for the Middle School ("good")<br>95.97% for the Upper School ("good")<br>(Aug 2023 FIT)         | Original: Buildings remain in good repair.<br><br>Revised: Maintain all facilities systems rated "Good"; overall rating of "Exemplary" on FIT. |

| Metric  | Baseline   | Year 1 Outcome                                    | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24           |
|---|--|---|--|------------------|---------------------------------------|
| Revised: Results of annual Facility Inspection Tool (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) | Retention rate from 2021-22 to 2022-23 school year was 58% | 67.2% (AY 22-23) | Meet a minimum retention rate of 80%. |

## Goal Analysis

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.

**Credentials:** The Human Resources Department collaborated with the principal and other school leaders, utilizing the credential database and tailoring teacher plans to identify teachers who needed monitoring and support. Throughout semester one, HR conducted monthly meetings with teachers, adjusting the frequency based on individual needs and progress.

**Facilities:** MWA’s facilities are assessed through a variety of regular inspections including but not limited to: annual fire marshal inspections, health department inspections, fire alarm and extinguisher inspections, AED annual inspections, eyewash station and fume hood inspections, playground equipment, and more. Maintenance tickets are generated as needed based on results from inspections. We have an annual Preventative Maintenance (PM) plan in place which is managed and implemented by the Making Waves Foundation members of the MWIFS team.

**Instructional Materials:** The school made significant strides in the implementation of curriculum, focusing on providing a "guaranteed and viable curriculum in math and English Language Arts for grades 5-12. This process was supported strongly by the implementation of a new curriculum in math, Spanish language and language arts for grade 5, supported with on-going professional development and coaching. Additionally, we worked with Instruction Partners at the outset of the year to develop scope and sequence plans for all teachers which we believe improved instruction through the use of coaching and Instructional Practice Guides (IPGs) in ELA and math. We believed these efforts contributed to stronger instruction in core subjects.

For our Teacher Residency Program, this is the second year we have had external mentors through CCCOE rather than having MWA faculty act as mentors. We have done this to ensure that our teachers have more time to focus on their instructional core responsibilities and develop their leadership skills as grade level or content leads.

This year we intended to shift to Math 180 in IXL, but this did not happen. However, we believe that training in Math 180 and Lexia is highly needed for next year if this is to be continued as utilization and engagement are inconsistent after grades 5 and 6.

The Social Emotional Learning (SEL) online system and curriculum, Nearpod, was purchased and adopted for the current school year, but was not used as intended in advisory classes. Some contributing factors for falling short of our initial goal include: a high number of new teachers in the middle school, transitions of key leaders over the past few years, and a lack of leaders with the knowledge and skills to teach Responsive Classroom. While we were not able to fully roll out Nearpod according to our vision, we did see some exciting developments this year. Our new Middle School Student Activities Coordinator has helped support more coordinated support for student clubs and activities in the middle school. This year was the first year that the middle school had a full-time activities coordinator. Our intersessions (Marlin Academy) utilized Math and Read 180 which helped us gather information that we could use for larger implementation next year. The Gifted and Talented program was relaunched after a year of pause so that identified teachers could become state-certified in curriculum and instruction. We currently serve select 5th-8th graders in a state-mandated afterschool program.

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 were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

#### 1.1 - Credential Process:

Based on ongoing support and monitoring HR provides to all educators that have not reached their clear credential, 51 teachers, 36 lacked full credentials this school year. However, with 4 no longer employed at MWA, HR focused on 32 teachers. By May 2024, 28% (9 teachers) will be recommended for intern or preliminary credentials, while 22% (7 teachers) will complete their first year in the TIP program. Additionally, 13% (4 teachers) are expected to finalize the TIP program and receive a Clear credential recommendation. The remaining 12 teachers will continue to follow a personalized teacher plan aligned with their progress and permit eligibility. During this LCAP cycle, HR has refined and strengthened its systems to support teachers who are working towards becoming fully credentialed. While we did not meet our goal of having 100% of teachers fully credentialed and properly assigned, we have seen progress in decreasing teacher misassignments (18% 2020-21; 15.6% 2021-22).

#### 1.2 - Facilities Conditions and Review Plan:

While we did not meet our goal of gaining an overall "Exemplary" rating on FIT, we have acknowledged that this was an unrealistic goal to set, as this would require for us to achieve a 99% rating. As such, this action was highly effective in our actions related to Facilities. Our FIT scores showed a small increase this year and we are actively working to improve them further. All of our preventative maintenance has been completed on schedule and there have been no major facilities incidents that have interrupted learning. All of our classrooms and open learning spaces are furnished adequately.

### 1.3 - Review and Adopt Curriculum:

The school made significant strides in the implementation of curriculum, focusing on providing a "guaranteed and viable curriculum" in math and English Language Arts for grades 5-12. This process was supported strongly by the implementation of a new curriculum in math, Spanish language and language arts for grade 5, supported with on-going professional development and coaching. Additionally, work with the outside educational service partner, Instruction Partners, at the outset of the year, developing full scope and sequence plans, as well as support improving instruction through coaching, and the use of Instructional Practice Guides (IPGs) in ELA and math contributed to stronger instruction in core subjects. At the end of the 2023-24 school year we will review the implementation of Carnegie Learning in mathematics by analyzing growth data using MAP NWEA, gathering teacher and coach feedback and making adjustments to scope and sequences as needed.

### 1.4 - Teacher Residents and Teacher Induction:

Teacher Residency Program: AY 22-23, 4 residents successfully complete the Residency program and earned their preliminary credential; They currently serve as instructor in appropriate assignments based on subject approval. AY23-24, there are 3 residents who are on track to successfully complete the program on time. Both cohorts will be enrolled in the teacher induction program starting Fall of AY24-25.

### 1.5 - Enrichment Curricular Programs:

This action was somewhat effective for lead teachers who were consistent with GATE. We did a pilot with the reading program, Reading 180, in 5th grade. EEL is piloting Read 180, but push-in support was inconsistent and intermittent.

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.

Next year, MWA will continue to follow the Annual Curriculum Review & Adoption Plan and work with the Curriculum and Instruction Review and Advisory Committee of the MWA Board through the piloting, review, and implementation of any new curriculum. We will continue to focus on CA State Standards integration by having state standards included in teacher lesson plans and as a focal point for the coaching and evaluation cycles. We will also continue to collaborate with Instruction Partners to help teachers feel confident in teaching according to these standards.

We will be placing the Alder Teacher Residency program on pause for the 2024-25 school year while we focus on increasing the capacity of our staff to deepen our bench of potential mentor teachers. We will continue to focus on instructional coaching and supporting pathways to teacher leadership through the use of Content Leads and Grade-level leads. We will continue to support teachers through their induction programs to receive the CA clear credentials.

There is a need for a reading and intervention program, and we are looking into alternatives to Lexia that include diagnostics to better help with data collection.

MWA believes that to support all learners, basic requirements must be met and exceeded in the areas of credentials, facilities, and instructional materials. For all students to be successful, they must be taught by teachers who have cleared all of the requirements to teach in the state of California, the facilities have to be free of hazards/unsafe conditions, and all students should have access to the materials they need to obtain a robust and rigorous education. For this reason, the substance of this goal has been retained in our new LCAP and absorbed into Goal 1: Support for All Learners.

**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 |

## 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                                      | <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</p> <p>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 (2021-22).</p> <p>100% of progress monitoring system for English Language Development implemented (2021-22).</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>ELD PLC attendance has been 75%; School-wide PD sessions on vocabulary strategies</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 | <p>44.8% (2019 ELPI)</p> <p>ELPI was not calculated on the California School Dashboard in 2020 or</p>  | <p>n/a (first year of implementation for this metric)</p>  | <p>49.8% (2022 ELPI)</p>   | <p>59.70% (CA State Dashboard)</p>   | <p>50% “making progress” on English Language Progress Indicator (ELPI).</p>  |



| Metric                                      | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome   | Desired Outcome for 2023–24  |
|---|---|---|---|--|--|
| English Language Proficiency)               | 2021 due to COVID-related suspension of some dashboard elements; however, 39% scored level 3 and 24% scored level 4 on 2021 Summative ELPAC.  |   |   |  |  |
| English Learner (EL) reclassification rates | Original:<br>70% of ELs reclassify by end of 8th grade.<br><br>Corrected:<br>55% of Wave 21 ELs reclassified by end of 8th grade (2019-20).<br><br>13% of MWA English Learners (all grades) reclassified (2019-20). | 36% of Wave 22 ELs reclassified by the end of 8th grade (2020-2021).<br><br>9% of MWA English Learners (all grades) reclassified (2020-21). | 19% of Wave 23 ELs reclassified by the end of 8th grade (2021-22) [internal numbers]<br><br>11% of all MWA English Learners (all grades) reclassified in 2021-22                      | **We will update this metric before submitting the final LCAP for adoption.<br><br>18%, on track to hit goal of 20% by EOY | Original: 80% reclassification rate by 8th grade<br>20% annual reclassification rate (all grades)<br><br>Revised: 65% of ELs reclassified by 8th grade.<br>20% annual reclassification rate (all grades) |
| 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)   | 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) | 79.2% (TNTP Workshops AY 23-24)  | 80% of participants believe the professional development session will directly impact their classroom instruction and/or learning environment.   |

| Metric                                     | Baseline  | Year 1 Outcome                                    | Year 2 Outcome   | Year 3 Outcome  | Desired Outcome for 2023–24   |
|--|---|---|--|---|---|
| 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) | 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) | 100% of our math teachers participated in targeted math professional development. (2023-24) | 100% of math teachers will participate in a cadence of math coaching in conjunction with our teaching and learning cycle. |

## Goal Analysis

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.

All EL students received an ELD Progress Report containing their individual scores (ELPAC, STAR, etc.) within the context of reclassification, as well as space for goal setting. Likewise, teachers were given EL Profiles, which also included individual student data ((ELPAC, STAR, etc.) for each EL in their grade level, as well as grade-level overviews. A Designated ELD PD was provided to ELD teaching in line with the new ELD curriculum. Bi-weekly ELD PLCs are held for ELD teachers to support curriculum implementation. ELD teachers are also provided with a hub outlining implementation resources, materials, and pacing.

Integrated ELD resources are made available to all staff through the ASST website. Vocabulary instruction was 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.

One whole group professional development (PD) session was held for all ELPAC proctors, with follow-up PDs for individual groups during the ELD Professional Learning Community (PLC) spaces. 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 that document progress towards reclassification, and the MWA ELAC website.

As part of the 2023-24 PD calendar we have set aside five professional development days for data analysis of school-wide academic data or academic data analysis by division. At least two of these days are dedicated to Interim Block Assessment analysis and analyzing student progress on specific standards. Three of the PD days are dedicated to NWEA MAP (math) and STAR (reading) analysis - assessments aligned to college and career readiness standards (2 school-wide, 1 middle school only- mid-year).

For AY 2023-2024, the Principal formed an Instructional Leadership Team made up of various instructional experts school-wide: coaches provide feedback on Weeks-at-a-Glance (WAAGs - a weekly lesson planning tool) and observe and provide informal feedback bi-weekly to all teachers and long-term substitutes. Additionally, a 3-part cycle for formal evaluations has been established and is under way using a modified version of the TNTP rubric.

Of the five domains used in the teacher evaluation rubric Domain 2 "Essential Content", specifically seeks to answer the question: "Are all students engaged in content aligned to the appropriate standards for their subject and grade?" Additionally, Lead Teachers and ILT members have had training on using Instructional Practice Guides - tools that align to the evaluation rubric and seek to answer the question "Does the lesson reflect the demands of the [Common Core] standards?"

All math teachers participated in curriculum training at the beginning of the school to specifically support the use of the curriculum (Carnegie Learning - upper school) and Open Up (middle school). Additionally, Carnegie Learning provides virtual coaching to teacher teams around teaching and pacing the three core courses: Algebra 1 & 2 and Geometry). 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). 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 CA Common Core standards.

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 were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

#### 2.1 - ELD Data Analysis and Implementation of Success Metrics:

Students and parents were provided with EL progress reports that allowed them to track their progress towards reclassification at different points in the year. Teachers were also provided with EL data and aligned designated supports. With an ELPI rating of 59.7% MWA met and exceeded our goal. There is still room for improvement in this action, leading to it being somewhat effective. We will continue next year with additional time for teachers to update plans along with EL students.

## 2.2 - ELD Professional Development:

Designated ELD teachers were provided ongoing professional development sessions to support curricular implementation. ELD PLC attendance has been 75%. Regarding integrated ELD, staff were provided with EL profiles and PD regarding strategies around academic vocabulary instruction. Likewise, teachers were evaluated regarding their use of vocabulary strategies, and were also monitored via WAAG submission. These actions were somewhat effective: Teachers were observed utilizing various vocabulary strategies, and the designated ELD curriculum was used with fidelity.

## 2.3 - English Learner Program:

Teachers were required to mark which target vocabulary words and integrated ELD strategies they intended to use on WAAG submissions. Likewise, teachers attended PDs on best practice regarding vocabulary instruction. Likewise, EL data was shared to various stakeholders via board reports, presentations during PD, progress reports, and monthly ELAC meetings. Again, ELPI rating of 59.7% MWA met and exceeded our goal, proving this action to be effective.

## 2.4 - English Learner Reclassification:

Teachers were required to mark which target vocabulary words and integrated ELD strategies they intended to use on WAAG submissions. Likewise, teachers attended PDs on best practice regarding vocabulary instruction. Likewise, EL data was shared to various stakeholders via board reports, presentations during PD, and progress reports. ELPAC testing is on track for a minimum of 95% completion (will have final completion rate by end of May). Reclassification rates are on track to hit the goal of 20% reclassifying by the end of the year, making this action effective.

## 2.5 - Instructional Coaching and Professional Development:

In a spring survey, 79.2% reported that professional learning on the domains of the MWA Evaluation rubric impacted their classroom instruction or learning environment. This action has been effective teachers, on average, showed progress in attaining a rating of "Developing" in Essential Content of rubric from Cycle 1 to Cycle 2.

## 2.6 - Math PD and Coaching:

Upper school math teachers received professional development from Carnegie Learning to support new curriculum implementation in core math subjects (Algebra 1, Algebra 2 and Geometry). Teachers were supported with scope and sequence plans from Instructional Partners and had follow-up workshops with Carnegie 2-3 times throughout the year. Every math teacher received bi-monthly coaching, most showing progress from their first to second evaluation cycles. In the Middle School, instructors were given a beginning of year PD by Open Up and the scope and sequence plans from Instructional Partners. All grades (except 8th -- due to vacancies) have gotten further in the curriculum than last year.

Additionally all math teachers were offered additional IXL training off-site and those who received support and coaching showed higher use of the program in their respective classrooms to support core instruction, capture formative data, and make summative tests. Every math teacher received bi-monthly coaching, most showing progress from their first to second evaluation cycles. While this action was effective, there is a missed opportunity due to vacancies for the 8th grade.

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.

Next year, as MWA is taking a larger focus on data analysis, we will be adding specific time for teachers to review and update individual learning plans with EL students into the designated ELD scope and sequence.

Continuing to provide integrated PDs to all staff on a consistent basis during Friday PD time, additional time should be allocated during school-wide PD time to specifically address integrated ELD strategies. This includes providing time to review EL data and adjust lesson plans accordingly. Additional designated times for ELD teachers to review goal plans with students after initial creation should be allocated during designated ELD classes.

RFEP monitoring is slated to occur at additional points in the year in alignment with the MWA assessment calendar. Further calibration of the basic skills requirements for reclassification is needed so that a greater majority of students achieving a 4 on the summative ELPAC are able to reclassify.

In addition to the instructional coach hired this year, we will hire three additional instructional coaches to support teachers in ELA, Math, and Technology.

We will continue our partnership with Instruction Partners to design a comprehensive coaching framework that aligns with the school's goals and objectives. They will work closely with teachers within their respective subject areas to provide targeted support and feedback, scheduling regular coaching sessions for teachers to discuss lesson planning, instructional strategies, and student progress. We will strongly encourage instructional coaches to model effective teaching practices, co-teach lessons, and provide demonstration lessons when appropriate.

Math professional learning and coaching will continue under a broader plan for support for all Learners by enhancing instructional capacity and professional growth for all teachers, including by hiring four additional instructional coaches and continuing to develop Content Leads.

We will continue to foster a culture of collaboration and continuous improvement by facilitating peer observations and feedback sessions among teachers and coaches.

The key for successful performance on the state Dashboard is ensuring academic instruction and support are aligned with grade level, curricular standards for California. Additionally, providing opportunities for differentiated support within the core day and within all classrooms supports all learners (English learners and students with disabilities) to have access to grade level standards and opportunities to make academic progress. Aligning Implementation of Academic Standards is critical to achieving and making progress towards our WASC Goal 1, and thus our new LCAP Goal 1: Support for All Learners. Feedback on standards-based instruction is critical to align practices with outcomes so the substance of this goal will be carried forward in our new LCAP.

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**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. |

## 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. | We had a return to some on-campus parent events starting in October (Saturday parent meetings, Advisory-family conferences), as well as opportunities for parent volunteering on campus. Initial turnout was low (especially compared to pre-covid), but represents a good start. Some other events remained virtual (on zoom), to give a variety of options. | Parent Participation in Events:<br>Back to School Day-36<br>Saturday Parent Meetings-18<br>Parent Education Workshops-11<br>ELAC-11 LCAP-9<br>Advisor Family Conferences-7<br>(MWA School Climate Survey for Families-February 2023) | Original: "Strong" family participation. We hope to see increased participation in family engagement events.<br><br>Revised: “Strong” parent participation (80% or more families participate in family meetings.) We hope to see increased participation in family engagement events. |
| Parent Climate Survey data          | 68% of parents agreed that MWA is responsive to their concerns. | n/a (first year of implementation of this metric)   | 83% of parents agreed that MWA is responsive to their concerns.   | 89% of parents agree/strongly agree that MWA is responsive to  | 80% of parents feel MWA is responsive to their concerns and express satisfaction  |

| Metric | Baseline   | Year 1 Outcome | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24                           |
|--------|--|----------------|---|---|---|
|        | 70% of parents expressed satisfaction with opportunities for parent participation and input. (May 2022 Parent School Climate Survey) |                | 78% of parents surveyed expressed satisfaction with opportunities for parent participation. (March 2023 Parent School Climate Survey) | concerns and questions.<br>87% of parents feel satisfied with opportunities for parent participation and input at Making Waves Academy. (MWA School Climate Survey for Families- February 2023) | with opportunities for parent participation and input |

## Goal Analysis

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.

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. The organizational structure allowed families to become familiar with Assistant Principals and voice concerns and/or suggest needed areas of support for family engagement. Parent Talks provided via Zoom 2 per month (morning and evening), each month, starting in October, 2023.

School Climate Survey: 54 parents completed the survey.

- 5th Grade - 11%
- 6th Grade - 18.5%
- 7th Grade - 24.1%
- 8th Grade - 16.7%
- 9th Grade - 29.6%
- 10th Grade - 24.1%
- 11th Grade - 20.4%
- 12th Grade - 5.6%

Master Calendar is updated with events for the entire year by/ before the start of the school year and updated regularly. Parent Square, 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.

In the fall, the CEO 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.

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 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.

MWA implemented ParentSquare in July 2023 successfully. - 99.3% of families are contactable via ParentSquare.

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. Translation and documents that require translation are processed through the school's internal system and communicated to parents and guardians.

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 were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

### 3.1 - Participation and Input Opportunities:

Parents Talks were moderately effective as attendance varied at each Parent Talk Session. Our evening sessions were attended by more families, and the majority of the families were Middle School parents. We hope to further engage more families in the future using parental feedback to gain insight on how to better engage families.

### 3.2 - Family Engagement:

The organizational structure was effective in allowing families to become familiar with Assistant Principals and voice concerns and/or suggest needed areas of support for family engagement.

### 3.3 - Family Engagement Marketing:

The Master Calendar was updated with events for the entire year by/ before the start of the school year and updated regularly. Parent Square, a communications system, is consistently used to remind parents of upcoming events - though 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. Parents have shared that they would like for the process of registering to volunteer to be simplified, however MWA is hesitant to make this change as to prioritize student safety.

### 3.4 - Parent Leadership:

During Parent Talks and parent conferences, families have indicated interest in the Parent Wave Representatives, showing that parents want more opportunities for leadership in the MWA community. Within current opportunities that we offer such as LCAP feedback sessions. and ELAC group meetings families are consistently attending virtual meetings. Parent Talks were effective, but re-launching Parent Wave Representatives was not.

### 3.5 - School-Home Communications:

ParentSquare has been an effective source of communication with families. In LCAP Advisory Group sessions, parents have often indicated that they enjoy ParentSquare, and would like to receive even more communication through the platform -- this was also indicated in the LCAP feedback survey. This platform allows all messages to be translated into desired language providing access to all of our families that use the platform. Platform usage is as follows:

Middle School Participation: 97 Staff; 573 Students; 1199 Parents;

5th Grade-10 Staff; 111 Students; 267 Parents

6th Grade-12 Staff; 152 Students; 387 Parents

7th Grade-10 Staff; 153 Students; 343 Parents

8th Grade-10 Staff; 157 Students; 344 Parents

The Upper School Participation: 105 Staff; 513 Students; 1036 Parents

9th Grade-27 Staff; 150 Students; 335 Parents

10th Grade-34 Staff; 135 Students; 282 Parents

11th Grade-34 Staff; 151 Students; 328 Parents

12th Grade-28 Staff; 77 Students; 182 Parents

### 3.6 - Translation:

Family home languages are visible via an icon on PowerSchool, thus allowing faculty/staff to effectively contact the translating and interpretation services prior to contacting/interacting. Services are available via Zoom, phone calls, and for written documents. An Outreach Protocol was developed and reviewed with faculty, which provides the steps and details of accessing translation and interpretation services for parent-advisor conferences and family meetings. The parent communication tool, Parent Square, also translates English into Spanish.

While there is room for growth in family attendance for family meetings and engagement, MWA families feel that there has been progress made as the Parent Climate Survey data shows that we have met and exceeded our goal of 80% of families feeling satisfied with opportunities for family input as 89% of our families have indicated satisfaction this 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.

MWA will continue Parent Talks and will be planning additional opportunities for parent engagement. This includes partnering with families that have expressed interest in volunteering, partnering, and participating on committees. We will also be planning events that will be created to not only inform/educate families, but also allow for building a strong school community.

MWA will continue using ParentSquare as a way to engage with families and inform them of MWA school events and other engagement opportunities. To ensure that we are reaching as much of our MWA community as possible, we plan to increase the amount of staff, students, and parents that sign-up and use the platform. Provide instructions on how to access it at the beginning of the year.

We will conduct surveys based on engagement events as a way of discovering what support is needed to best engage parents. These surveys will be shared at the events themselves as well as on ParentSquare.

MWA will continue to document the home language and use all available services including translation, interpretation, and ParentSquare.

Part of creating a safe, inclusive, and high performing environment is creating a sense of community. We do that with Saturday parent workshops, ongoing Parent Talks with the Principal and Assistant Principals, and the use of Parent Square to communicate out to families. We know and understand that students do best when there is a three-way partnership among the student, parents/guardians, and staff. Community fosters more trust and more opportunities to hear and learn about one another, which then allows for more open dialogue regarding student needs and how the school can be more responsive to the needs of students and families. Going forward, aligning this Goal with WASC Goal and new LCAP Goal 3: Diversity, Equity, and Inclusion makes the most sense in that it provides multiple opportunities to practice DEI approaches as well as broaden our perspectives about the experiences of our families that then inform programmatic and systemic approaches.

**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      | 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. |

## 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:<br>90% or higher graduation rate for seniors<br><br>Corrected:<br>4-year graduation rate: 93.8% (2019-20)<br><br>5-year graduation rate: 98.6% (2019-20) | 4 year graduation rate: 88.5% (2020-21)<br><br>5-year graduation rate: 97.8% (2020-21) | 4-year adjusted cohort graduation rate: 86.6% (2021-22)<br><br>5-year graduation rate: 94.2% (2021-22) (Dataquest) | 4 year graduation rate: 86.9%<br><br>5-year graduation rate: 90.9% (2022-23) | Original:<br>95% or higher<br><br>Revised:<br>4-year graduation rate: 95%<br><br>5-year graduation rate: 98% |
| Drop-out rate               | Original: less than 7% drop out<br><br>Corrected:<br>1.2% (2019-20; Dataquest, 5 year cohort outcome)  | 1.1% (2020-21) (Dataquest, 5 year cohort outcome)                                      | 4.8% (2021-22) (Dataquest, 5-year cohort outcome)  | US 5.3% . MS 0%. (2022-23)   | <1%  |

| Metric   | Baseline  | Year 1 Outcome                                    | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24 |
|--|---|---|---|-----------------|-----------------------------|
| <p>Post-secondary planning:</p> <p>Percent of graduates having a post-secondary plan across a range of pathways, including:</p> <p>(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>98.8% (2019-20)</p> <p>93.5% (2020-21)</p>   | n/a (first year of implementation of this metric) | 95% (2021-22)   | 100% (2023-24)  | 95%                         |
| <p>College and Career Indicator (CCI):</p> <p>Percent identified as "Prepared" on CCI</p>  | <p>60.8% (2019)</p> <p>This metric is not currently published on the state Dashboard due to suspension of some elements during COVID-19.</p> <p>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</p> | n/a (first year of implementation of this metric) | <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.</p> <p>(2022-23)</p> | 54.7% (2022-23) | 70%                         |

| Metric  | Baseline  | Year 1 Outcome                                    | Year 2 Outcome  | Year 3 Outcome   | Desired Outcome for 2023–24  |
|---|---|---|---|--|--|
|   | completion and 2021 SBAC scores criteria. (2021-22)   |   |   |  |  |
| Early Assessment Program (EAP) results (SBAC Math and ELA results for 11th Grade)     | MAP EAP:<br>40% (2019)<br>15.6% (2021)<br><br>ELA EAP:<br>78% (2019)<br>61.5% (2021)                      | n/a (first year of implementation of this metric) | Math EAP: 25.3% (2022)<br><br>ELA EAP: 72% (2022)                 | Math EAP: 13%<br><br>ELA EAP: 51%                                | Math EAP: 30%<br><br>ELA EAP: 70%                                      |
| AP exam pass rates (percent of AP test takers who passed with a score of 3 or higher) | Original: 35%<br><br>Corrected:<br>34% (2018-19)<br>45% (2019-20)   | 21% (2020-21)                                     | 30.6% (2021-22)   | 42% (2023-24)  | Original:<br>AP Pass rate: 80%<br><br>Revised:<br>AP pass rate: 30%    |
| UC and CSU eligibility  | CSU eligible:<br>2020-21: 82.7%<br>2021-22: 73.6%<br><br>UC eligible:<br>2020-21: 74.4%<br>2021-22: 62.1% | n/a (first year of implementation of this metric) | CSU eligible:<br>2022-23: 67%<br><br>UC eligible: 2022-23:<br>56% | CSU eligible 84/85 (98%)<br>UC eligible 49/85 (57%)<br>(2023-24) | CSU-eligible: 75% or higher<br><br>UC-eligible: 60% or higher          |
| CTE Pathway Completion  | 1 completer (<1%) (2020-21)   | n/a (first year of implementation of this metric) | 9.7% of CTE participants completed pathway in 2021-22             | 81.11% (2022-23)   | 5% of CTE participants in an academic year reach CTE completer status. |

## Goal Analysis

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.

Career & college individual pathway plans for seniors and juniors have been created, however, faculty and staff have not been widely-trained. Individual graduation pathway plans were drafted by the College and Career Counseling (CCC) team members and shared with students, families, staff, and faculty during Advisor-family conference (AFC) meetings and progress meetings held throughout the school year. MWA Graduation Requirement/UC/CSU Admission requirement workshop was offered to staff/faculty during March PD. Some work has been done with senior advisors, however, more work needs to be done with advisors and homeroom teachers in grades 5-11. All upper school students are programmed into courses that meet MWA graduation requirements. This year MWA has added an additional section of credit recovery (now 4 sections), two Advanced Placement courses (Enviro. Sci. & Comp. Sci), and three A-G-approved classes (Astronomy, Journalism/ Creative Writing & Intermediate Theater). A Graduation Roadmap doc and a Graduation Checklist doc have been created to be used for academic counseling.

Trainings still need to be implemented for Faculty on the CCI Indicator (54.7% last year), A-G requirements/progress to graduation and UC and CSU eligibility. An Advisory scope and sequence is in development for grades 5-6, 7-9 and 10-12, but has yet to be launched.

AP Exam pass rates are at 42% for last year. AP Teachers are observed by an instructional leadership team member every two weeks and receive coaching through informal and formal observations. 5 out of 6 AP teachers have been provided with week-long AP Workshops through the College Board or the Contra Costa County Office of Education prior to teaching the course. AP Coordinator works with faculty to ensure access to AP Classroom (online).

100% of Rising Graduates have indicated a Post-Secondary Plan. 75/85 (88%) students submitted applications to UC and CSU. 32 of 85 (38%) have indicated interest in private, out-of-state and HBCU applications. According to the State Dashboard, 5-year graduation rates from 2022-23 for MWA are at 90.9% for all students. For our Unduplicated students: English Learners are at 85.7%, Hispanic students are at 92.3%, and Socioeconomically Disadvantaged students are at 90.9%.

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 were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

#### 4.1 - Graduation Pathways:

The Graduation Pathways action has been effective at MWA during the 2023-24 school year. Creating individualized education plans with students has aided students in understanding graduation requirements, although only seniors and students with high-needs were prioritized.

We did not meet either our 4-year or 5-year graduation rate goals. Students and faculty have been provided with trainings and support when it comes to upper school graduation requirements, college admission criteria for UCs and CSUs, CTE opportunities, and school advisors' role in supporting student progress towards graduation that have been effective in clarifying graduation requirements. All students are programmed for courses that meet MWA requirements. We did not meet our goal for upper school dropout rates, but we did meet our goal for middle school. Our next LCAP will update our goals to make sure they are SMART goals - Specific Measurable, Attainable Realistic and Timely.

#### 4.2 - College/Career:

Active staff training still needs to happen, so this action has not been effective and we did not meet our goal of having our CCI indicator at 70%. Stronger administrative support is needed to make this happen, including re-developing a scope and sequence for these trainings to reach a wider audience that includes middle school students. With an additional mixed success, we exceeded our goal of having 75% of our graduated CSU eligible with 98%, but our UC eligibility was at 57% which barely missed our goal of 60%. We also did not meet our EAL or Math EAP goals.

#### 4.3 - AP Exam:

This goal was revised to achieving a 30% AP Pass rate, and MWA exceeded this goal with a 42% pass rate. In light of this success, we internally set a goal of having 80% students enrolled in AP Exam - for the '23-24 SY 79% of students enrolled in AP Exam. This is a decrease from the '23-23 SY mainly due to the implementation of the "AP Exam Opt-In" process. Students had to commit to taking the AP Exam in November. MWA continued to pay for exams. Faculty trainings on teaching AP courses have proved to be effective - most AP teachers were able to successfully set up their courses in College Board for student registration. The CCC Coordinator worked with teachers to successfully set up classrooms in CollegeBoard. AP Classroom is available to all students and teachers to use. As of spring '24, Bluebook is also available to AP teachers to use to administer practice exams/assignments. A schedule for presenting results of AP exams still needs to be created. AP Potential was evaluated Spring '24 and results were shared with school leaders. AP Potential projects the likelihood that students will earn a 3+ score on an AP Exam based on most recent PSAT data. Since 2021, only 11th graders have been required to take the PSAT, meaning only current 11th graders have projections from AP Potential. Beginning next year, MWA will administer the PSAT to 10th and 11th graders as well as the "pre-PSAT" exam to 8th and 9th graders.

#### 4.4 - Post-Secondary Planning:

While the planned Advisory Scope and Sequence for grades 5-6, 7-9, and 10-12 still needs to be launched, overall this was an effective action in terms of post-secondary plans. Varied plans for CSU/UC, Community College, and Trade/Vocational have been options in terms of student planning. 100% of Rising Graduates have indicated a Post-Secondary Plan, exceeding our goal of 95%. Faculty and staff still need to be widely trained to strengthen their understanding of graduation requirements and college admissions criteria. Intentional CCI training for faculty and advisors is still needed with strong administrative support.



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.

Scheduling future high-level presentations on a regular schedule for key educational partners. This is a desire that has been shared by educational partners in the 2023-24 LCAP feedback process and while developing new LCAP goals. Also in accordance to this feedback, MWA is looking into expanding learning trips to include community colleges (DVC has expressed interest in hosting MWA students for tours/programming).

Introduction of AP Course enrollment approval process which will utilize data from the Course Request form, student academic performance/GPA, and faculty recommendations. AP courses are not for every student and students should not be forced to take an AP due to a lack of course availability or scheduling restraints. MWA plans to provide pinpointed analysis of AP planning processes.

College and Career Readiness has been an area of strength for a very long time at MWA. Aligning our graduation requirements with the California admissions criteria for the University of California college system has been critical to our college and career readiness strong outcomes on the state Dashboard. Historically, 90% or more of our students earn their diplomas and 80%-90% are eligible to apply to and enroll in a UC or CSU campus. Because of this, we will carry this goal forward into our new LCAP as Goal 2: College and Career Readiness and will be absorbing the goal that we are closing out in this LCAP, Goal 5: Course Access, into this goal as well.

**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. |

## 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<br><br>Corrected:<br>96% ADA (2018-2019; last full year of in-person instruction)<br><br>91.8% ADA (2020-21; distance learning, internal data). | 88.3% ADA (as of 6/1/22) (internal data)   | 92.7% ADA as of 6/6/23 (internal data, Schoolzilla)   | **We will update this metric before submitting the final LCAP for adoption.<br><br>93.9% (as of 3/27) (2023-24) | 97% ADA                     |
| Chronic Absenteeism rates (% who are absent, excused or unexcused, more than 10% of school days) | 7.3% (2018-19)  | 23.8% (2020-21) (Dataquest)<br><br>51.0% (as of 6/1/22) (internal data; numbers impacted by quarantines) | Overall: 25.3% as of 6/6/23 (internal data, Schoolzilla)<br><br>Black/African American: 40.6%<br>Latinx/Hispanic: 23.8%<br>English Learners: 22.8%<br>Students with Disabilities: 31.0% | **We will update this metric before submitting the final LCAP for adoption.<br><br>19.2%*(as of 3/27) (2023-24) | 15.5%                       |

| Metric                       | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24   |
|------------------------------|--|---|---|-----------------|---|
|                              |  |   | Socioeconomically Disadvantaged: not yet available              |                 |   |
| 8th grade retention rates    | Original:<br>85% or more of 8th graders matriculate to Upper School<br><br>Corrected:<br>97% of 8th graders matriculated to the upper school (2019-20) | 96% of 8th graders matriculated to the upper school (2020-21) | 96.9% of 8th graders matriculated to the upper school (2021-22) | 92% (2023-24)   | Original:<br>90% or more 8th graders matriculate to upper school<br><br>Revised:<br>95% or more 8th graders matriculate to upper school |
| Upper school retention rates | Original:<br>90% or higher retention rate from 9th-12th grades<br><br>Corrected:<br>98% retention rate in upper school (2019-2020)                     | 96% retention in Upper School (2020-21)                       | 93.1% retention in upper school (2021-22)                       | 93.9% (2023-24) | Original:<br>90% retention rate in upper school<br><br>Revised:<br>96% retention in upper school  |

## Goal Analysis

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.

Communications on student attendance and the importance of attendance have been shared through an attendance packet created and distributed during back to school, as well as through flyers that were posted around the school and information shared on ParentSquare and daily calls to families of students with unexcused absences. Communication directly to parents of unverified absences, tardy to school, and

cuts for their students are also shared via ParentSquare. Family communications are also conducted. SART Letters are sent to students who meet the truancy threshold bi-weekly and SART meetings are held with families of truant students.

Criteria for perfect attendance certificates established and perfect attendance certificates are distributed to students during Homeroom (middle school) and Advisory (upper school). Certificates have also been created for students who were not perfect attendance but were present every day. Students have been excited about these forms of recognition, especially in the Middle School. Students continuously receive ADA information from a CEO dashboard that is shown daily on TVs throughout the school as a way to visibly track how attendance rates shift.

Families of exiting students meet with the Registrar to complete a transfer form which asks parents to indicate reason for leaving. Registrar will then call the student that is next on the waitlist when an opening becomes available for 5th - 8th grades. Any new students are given orientation by DOS.

Middle School Student Activities Coordinator onboarded over the summer and is currently in the role. In the middle school, MWA has 11 clubs, including ASB and 7 sports teams. In the Upper School, MWA has 23 Clubs, 12 Fall/Winter sports with 6 more teams that began in spring.. According to student data, 56% of 12th graders are participating in 2 or more club meetings.

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 were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

#### 5.1 - Attendance Messaging and Consistent Practice:

While we did not meet our ADA or Chronic Absenteeism goals set at the beginning of this LCAP, the 2023-24 school year has made progress in both areas as compared to the past few years since being back at school in-person. For this reason, even though we did not hit the goal that we had set in our LCAP, this action has been effective.

#### 5.2 - Attendance: SARB/SART Process:

ParentsSquare communications and direct family communications have been effective. For the same reason as stated above, this action is considered to be effective.

#### 5.3 - Student Enrollment, Retention Rates, and Transfers:

MWA met our initial goals for both 8th Grade and Upper School retention rates before they were revised. MWA intends to continue giving new students orientations, but will do so with more intentional adult support.

#### 5.4 - Student Activities Coordinator:

Student morale was high throughout the year either participating in clubs and/or athletics in addition to students viewing/supporting classmates at games.

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.

Attendance communication next year -- data will continue to be shared, in tandem with our new LCAP actions that prioritize data and include students in their own data analysis.

MWA will continue with attendance messaging, and will bring this into our new LCAP when incorporating data analysis. Students will be included in the data tracking process and setting personal goals, this may include student attendance as well. MWA will make additional morning announcements, discussing the importance of attendance during Advisory/Homeroom, and continue to ParentSquare to share communication on student attendance.

Additional MWA communications with families on student attendance will be shared through ParentSquare on daily absence notifications, SART Letters to students who meet the truancy threshold bi-weekly, SART meetings with families of truant students, and making daily calls to families of students with unexcused absences

As an additional layer of communication, families will be provided with an organizational chart with contact information that indicates who they can contact for specific areas throughout the school.

MWA is also considering adding clubs and/or athletics to the mower school to reflect interest expressed by students and families.

Similar to Family Partnerships, engaging with students is a critical and ongoing endeavor to practice and broaden perspectives related to DEI and overall school culture and climate. With increases in suspensions since returning to in-person school after the pandemic, we see two persistent trends. One, some students do not have the ability to appropriately socialize and engage with one another due to anxiety, stress, and the lapse of practice when schools were closed. Two, the inability or disconnect when it comes to following rules and engaging with peers appropriately when in conflict. Paying attention to being responsive to these issues, over time, can contribute to creating the kind of safe, inclusive, and diverse community we are striving for. For this reason, going forward we will be absorbing this goal into our new LCAP Goal 3: Diversity, Equity, and Inclusion.

**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. |

## 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. | Seven Friday Professional Development sessions in 2022-23 are focused on SEL or School Culture/Climate topics.  | 79.2% of teachers report that PD will impact their classroom instruction and/or learning environment(TNTP Workshops AY 23-24)                                     | 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) | n/a (first year of implementation of this metric)   | 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) | **We will update this metric before submitting the final LCAP for adoption.<br><br>Data not yet collected, will be collected at the end of skills groups May 2024 | 95% or more of students 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. |
| Social Worker Referrals (was:                                 | 93% of students who were referred to the Holistic Services   | n/a (first year of implementation of this metric)   | 77% of students who have been referred by staff for Social Worker   | 144 students or 13% of students have been referred. 80% of  | 95% of students who are referred to the Holistic Services   |

| Metric                       | Baseline   | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24   |
|------------------------------|--|--|---|---|---|
| Holistic Services referrals) | Department received support services or were connected with support services. (2021-22, as of 3/11/22)   |  | services have received services (2022-23, as of 4/10/23)  | students have received and/or were connected with support.  | department receive support services or are connected with support services.   |
| School Climate Survey        | <p>Original:<br/>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</p> <p>Corrected:<br/>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 (2020-21 local indicators)</p> | <p>56% of Upper School students and 63% 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). (2021-22, California Healthy Kids Survey [CHKS])</p> <p>72% of parents surveyed indicated they feel their student is safe at MWA and 69% indicated that MWA is responsive to their concerns and questions. (May 2022 Parent Climate Survey)</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>US (54%) MS (56%) Parents (88.9%) indicated that they feel the school is safe on the School Climate Survey.</p> <p>US (43%) &amp; MS (52%) students Parent average over all grades (17.6%) indicate that there is a sense of connectedness on the MWA campus.</p> <p>89% of parents agree/strongly agree that MWA is responsive to concerns and questions.</p> <p>87% of parents feel satisfied with opportunities for parent participation and input at Making Waves Academy.</p> | 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         |
|---|---------------------------|---|--|--|-------------------------------------|
| Suspension rate (percent of students who were suspended for at least 1 day) | 5.9% (2019-20, Dataquest) | 0% (2020-21 [distance learning], Dataquest) | Overall: 9.8% (2021-22, CA School Dashboard)<br><br>Black/African American: 27.8%<br>Latinx/Hispanic: 7.8%<br>English Learners: 8.5%<br>Students with Disabilities: 7.4%<br>Socioeconomically Disadvantaged: 10.1% | **We will update this metric before submitting the final LCAP for adoption.<br><br>11%* (as of 3/14) (Schoolzilla) | <5% (overall and in both divisions) |
| Expulsion rate (Dataquest)  | 0.2% (2019-20)            | 0% (2020-21)                                | 0.1% (2021-22)   | **We will update this metric before submitting the final LCAP for adoption.<br><br>1.088%* (as of 3/14)            | 0%                                  |

## Goal Analysis

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.

Friday Professional Development included 4 different sessions that were dedicated to Culture and Discipline this school year. The newly developed Instructional Playbook also includes 5 cultural practices that teachers receive ongoing feedback and support with while they are learning to implement them. In addition, a Dean of Restorative Practices is in place for each division and we have increased the number of restorative circles among students with their deans.

MWA has a new online SEL system, Nearpod. However, the new SEL curriculum that was purchased has not been used nor tracked consistently during advisory. Time and training is needed to fully implement this.

Assistant Principal has shared data related to Student Support twice a semester and CEO shares monthly data updates with staff regarding attendance, referrals, suspensions, and restorative conferences. This data is shared school-wide via TVs around the school

MWA provided training for all staff during PD around Notice. Talk. Act. (NTA), mandated reporting and crisis protocols. Despite consultations with staff and collaborations with community/educational partners for appropriate referrals, Faculty/Staff are not comfortable with this.

A new Campus Supervisor has been hired and all Campus Supervisors are highly visible throughout the school. They support all faculty/staff with student support. A new social worker has also been hired and is meeting regularly with multiple students for check-ins, conducting empathy interviews, and participating in restorative circles/conversations.

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 were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

#### 6.1 - Social Emotional Learning:

PD Calendar reflects Social Emotional w-being training for faculty and staff as well as implementation of August training on Notice/Talk/Act protocol and on-going mindful education training throughout the year. 79.2% of teachers report that PD has been effective in their focus on School Culture/Climate topics.

#### 6.2 - Advisory Curriculum:

Nearpod has not been used consistently across all Homeroom/Advisory sections this year due to time for onboarding, training, and capacity. As a result, this action has not been fully realized. The number of hours spent utilizing Nearpod has increased over the course of the year. In order to be more effective next year, a coordinated plan that includes would need to be developed which included training and a scope and sequence for its use.

#### 6.3 - Safety and Connectedness:

MWA did administer the semi-annual Culture and Climate surveys to students and parents. Additionally, data was shared with the community consistently throughout the year. The data collected from the surveys indicated that we did make some progress in the areas of school connectedness and academic motivation as a whole but we also saw a small drop in our score for “feeling safe” at school. While we did not

meet our goal in terms of the percentage, we are encouraged by the progress we made. The results from the survey will be used to inform approaches for the 2024-25 school year.

\*\*\*6.4 - Support Team:

This action analysis will be updated at the end of skills groups in May 2024

6.5 - Student Support Referrals and Services:

While 80% of students have received and/or were connected with support that does not meet our goal of 95%. The remaining student incidents were either addressed and resolved (if it was determined the student was receiving outside support or the incident/concern was unfounded or found to be a misunderstanding). Because of this, while the stated goal does not seem to have been met, this action is still considered to have been effective and progress was made.

6.6 - Campus Supervisors

Campus Supervisors are highly visible throughout the school on the inside and outside of campus. They support all faculty/staff with student support. We have also been successful in increasing the number of campus supervisors to eight. As a result, this action is deemed to be effective.

6.7 - Behavior Data System:

Kickboard is fully online and implemented throughout the school, allowing Deans to access referrals and positive interactions between faculty/staff and students. This has allowed for more insight into referrals. However, training for staff on PBIS implementation and to support them with Kickboard is still needed.

6.8 - Cultural Celebrations:

Throughout the year, beginning in August, there are multiple activities/events that celebrate cultures and diversity in both the middle and upper school divisions. The calendar is posted on the school website for the MWA community to view. Some of the celebrations include: ASB Retreat, Welcome All School Meeting, Fall Festival, National Hispanic Heritage Month (and Raices Extended Lunch celebrations), Spirit Week, Pep Rally, Fall Dance/Spooky Hallway, Day of Lights and Door Decorating Contest, Day of Lights Potluck, Academic/Core Value Awards Ceremony, Black College Expo Trip, Black History Month/BSU Assembly, Spring Dance, Spring Festival, Prom, and Senior College and Career Decision Day. There has been consistent participation throughout the year across all grades.

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.

MWA will be providing additional PD on Culture and Discipline to better help staff understand and support staff to continue having applicable PD sessions. Along with these PD sessions, training for teachers will be done on protocols around Nearpod usage during Advisory, Kickboard, and PBIS implementation.

We will continue to increase the number of restorative circles among students and with adults with their deans/social workers and ultimately (for lower level issues) within their classrooms to support the MWA staff inside and outside of the classroom with students.

There is a need to begin onboarding an additional Social Worker and an additional upper school dean and additional Nearpod training and support to be provided to teachers.

MWA will continue to provide data to be viewed by community members regarding attendance, referrals, suspensions, and restorative conferences and ongoing consultations to staff and collaborates with community/educational partners for appropriate referrals throughout the year.

As a part of increasing the sense of connectedness within the MWA community, we will provide additional events that recognize various cultures with the support of families. This also comes with the need to create a more accessible way for families to view the calendar and send additional reminders of events.

Similar to our past LCAP goal of Family Partnerships and Student Engagement, our ability to have a healthy school climate is a reflection of our partnership with families and our level of student engagement. In a diverse community, our ability to be safe and inclusive depends on our ability to learn, utilize, and practice the DEI approaches and tools. This is specifically aligned with our WASC goal, and new LCAP Goal 3: Diversity, Equity, and Inclusion.

**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, we will maintain and expand access to a broad course of study. |

## 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. | <p>Middle school: 100% of middle school students are taking courses that fulfill local requirements for 8th grade promotion. (2021-22)</p> <p>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 requirements for UC/CSU eligibility, exceeding the minimum state requirements). (2021-22)</p> | <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> | <p>100% of middle school students taking courses that fulfill local requirements for 8th grade promotion.</p> <p>100% of upper school students taking courses that fulfill local requirements for high school graduation (Internal/Power School)</p> | 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   |
|-----------------------|---|---|--|--|---|
| CTE course enrollment | Original:<br>10% or more will be enrolled in CTE designated courses.<br><br>Corrected:<br>31% CTE participation (AY 2019-20 in 2021 SARC) | 27% CTE participation (AY 2020-21 in 2022 SARC) | 31% CTE Participation (AY 2021-22, in 2023 SARC) | 20% Enrollment (2023-24) (PowerSchool) | Original: 10% or more will be enrolled in CTE designated courses.<br><br>Revised: 30% |

## Goal Analysis

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.

Currently all students are programmed for six-period course schedules, in the courses necessary for them to meet graduation requirements, with the exception of 5th-year upper school students who may be programmed for less than six-courses. English language development courses and math intervention courses meet two times per week for a total of 120 minutes - students are selected for these support courses based on ELD classification or performance in math classes and standardized growth assessments (NWEA MAP). Support classes are also provided during Flex Time to students with IEP's up to 4x per week, or 240 minutes, in addition to Specialized Academic Instruction classes programmed into the core-day, 6-period schedule. During the spring and summer of 2023, the upper school developed and had approved through the A-G course management system, 6 new courses for the master schedule: Astronomy, AP Environmental Science, AP Computer Science Principles, AP Literature, Intermediate Theater, and Journalism & Media Arts (the last two being semester-long courses, respectively). Flex period and SAI periods (1st and 4th) have been tailored to offer support for specific student populations (ELD, SPED). No GATE related courses currently being offered to any 5-12 students. No courses have been removed from the course schedule, but information from the Course interest survey completed by students inform decisions about course offerings.

Courses have been added that broaden the curriculum of study (AP Computer Science Principles, AP Environmental Sciences, AP Literature, Media Arts, Journalism, Astronomy). While we currently have plans to survey staff and students in order to gather input from educational partners, we need to develop plans that allow parents/ guardians to provide their input, while understanding the need to have "trade-offs" in a smaller, public school setting: specifically, we need to analyze the viability of offering a full selection of visual and performing arts (music, visual arts, and theater) with the ability to offer World Languages other than Spanish. While we have begun providing Ethnic

Studies to 9th grade students, we have not yet developed a five-year plan that addresses Career Technical Education and offers Spanish in the middle school or more diverse World Languages in the upper school. Plans for dual-enrollment have been halted.

For the 2023-24 school year, there were 106 student enrollments in Advanced Patient Care. We currently only have 1 CTE teacher and the Patient Care pathway has been the only CTE pathway offered.

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 were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

#### 7.1 - Course Access:

Student intervention course list for Fall 2024-25 is still in development by Principal. The upper school has added six new courses for the master schedule: Astronomy, AP Environmental Science, AP Computer Science Principles, AP Literature, Intermediate Theater, and Journalism & Media Arts, which allow students to explore subjects not previously offered. However, due to the lack of course availability and scheduling constraints, students being able to take their first option choices have not been possible in some cases. In these cases, students sometimes have had to take courses that meet MWA's graduation requirements and CA's "a-g" requirements but were not the students' first choices. Work still needs to be done to offer a range of courses so that students have more opportunities to take the classes they are more interested in..

#### 7.2 - Alignment of Course Offerings:

The upper school master schedule continues to allow for collaboration / common-planning periods for teachers in each content area. The middle school master schedule allows for this, but only across grade-bands - 5/6 and 7/8.

#### 7.3 - Expand Course Offerings:

The courses that have been added to broaden the curriculum of study include AP Computer Science Principles, AP Environmental Sciences, AP Literature, Media Arts, Journalism, and Astronomy. This has been effective to prepare the majority of our students who are in pursuit of a rigorous college pathway.

#### 7.4 - Career and Technical Education:

While the Patient Care pathway has been successful in exposing students to careers in health/medicine, it has been the only CTE pathway offered. As we have only had one CTE pathway, we did not meet our CTE Course enrollment goal.

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.

MWA plans to be more careful in reviewing the course map, balancing grade-level course offerings, so that periods are not impacted, and creating schedule limitations. Re-Invest in Dual-enrollment which can aid in explaining course offerings to all MWA students.

Look into offering Algebra in the Middle School to aid students in reaching "college-level" math (e.g., pre-calculus and calculus) in high school.

Look into hiring teachers to teach CTE pathways so we can offer other CTE Pathways (e.g., finance, technology, digital media arts, business/entrepreneurship).

We have made access to college preparatory classes standard for all students, which aligns with our graduation requirements and a-g requirements. Additionally, we offer and make accessible Advance Placement (AP) courses for students outside of the typical profile of some schools (e.g. reserving AP course access to only students with very high GPAs - 3.6 or higher). We think exposure to AP courses is vital to helping students feel more prepared for college. MWA uses the PSAT and their AP Potential tool to help inform what types of AP courses our students could be most successful or interested in, based on their PSAT scores. Because this is so closely tied to our WASC goal and new LCAP Goal 2 of College and Career Readiness, going forward we will be absorbing this goal into the College and Career Readiness goal.

**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 achieve growth in academic student outcomes. |

## 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 | <p>Original:<br/>50% for the middle school and 70% for the upper school pass SBAC and have GPAs above 2.7</p> <p>Corrected:<br/>Overall: 50% proficient<br/>Middle school: 46%<br/>Upper school: 78% (2018-19 ELA SBAC)</p> <p>ELA GPA: 2.05 (2020-21 Semester 2)</p> | <p>Overall: 39% proficient<br/>Middle school: 36%<br/>Upper school: 58% (2020-21 ELA SBAC)</p> <p>ELA GPA: 2.63 (2021-22 Semester 1)</p> | <p>Overall: 39% proficient<br/>Black/African American: 45%<br/>Latinx/Hispanic: 38%<br/>English Learners: 12%<br/>Students with Disabilities: 20%<br/>Economically Disadvantaged 38%<br/>Middle School: 34%<br/>Upper School: 72% (2021-22 ELA SBAC)</p> <p>ELA GPA: 2.37 (middle), 2.78 (upper) (2022-23 Semester 1)</p> | <p>44% Meeting / Exceeding Standard for ELA (schoolwide CAASPP AY 2022-23)</p> <p>2.34 (US) / 2.799 (MS) (AY 22-23 S2)</p> | <p>ENGLISH: 70% for the middle school and 80% for the upper school pass the SBAC and have GPAs above 2.7.</p>   |
| CAASPP scores for Math and GPA for Math       | <p>Original:<br/>25% for the middle school and 40% for the upper school pass SBAC and have GPAs above 2.7</p>   | <p>Overall: 16% proficient<br/>Middle school: 16%<br/>Upper school: 15% (2021-22 Math SBAC)</p>  | <p>Overall: 14.5% proficient<br/>Black/African American: 17%<br/>Latinx/Hispanic: 14%<br/>English Learners: 3%</p>  | <p>21% Meeting / Exceeding Standard for Math (schoolwide CAASPP AY 2022-23)</p>  | <p>Original:<br/>MATH: 50% for middle school and 70% for upper school pass the SBAC and have GPAs above 2.5</p> |

| Metric  | Baseline  | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome  | Desired Outcome for 2023–24  |
|---|---|--|--|---|--|
|   | <p>Corrected:<br/>Overall: 26% proficient<br/>Middle school: 24%<br/>Upper school: 40%<br/>(2018-19 Math SBAC)</p> <p>Math GPA: 2.35<br/>(2020-21 Semester 2)</p>   | <p>Math GPA: 2.79<br/>(2021-22 Semester 1)</p>   | <p>Economically Disadvantaged: 15%<br/>Students with Disabilities: 2%<br/>Middle School: 13%<br/>Upper School: 25%<br/>(2021-22 Math SBAC)</p> <p>MathGPA: 2.69 MS,<br/>2.40 Upper School<br/>(2022-23 Semester 1)</p> | <p>2.467 (US) / 2.744 (MS) (AY 22-23 S2)</p>  | <p>Revised:<br/>MATH: 30% for the middle school and 50% for the upper school pass the SBAC and have GPAs above 2.7.</p>  |
| CAASPP scores for Science and GPA for Science                         | <p>Original:<br/>50% for the middle school and 70% for the upper school pass SBAC and have GPAs above 2.7</p> <p>Corrected:<br/>Overall: 22% proficient<br/>Middle school: 20%<br/>Upper school: 29%<br/>(2018-19 CAST)</p> <p>Science GPA: 2.12<br/>(2020-21 Semester 2)</p> | <p>Overall: 20% proficient<br/>Middle school: 19%<br/>Upper school: 24%<br/>(2020-21 CAST)</p> <p>Science GPA: 2.85<br/>(2021-22 Semester 1)</p> | <p>Overall: 19% proficient<br/>Middle School: 21%<br/>Upper School: 13%<br/>(2021-22 CAST)</p> <p>Middle School Science GAP: 2.63<br/>Upper School Science GPA: 2.43<br/>(2022-23 Semester 1)</p>                      | <p>20.95% Meeting / Exceeding Standard for Science<br/>(schoolwide CAASPP AY 2022-23)</p> <p>2.51 (US) / 2.93(MS)<br/>(AY 22-23 S2)</p> | <p>Original:<br/>SCIENCE: 50% for the middle school and 70% for the upper school pass the SBAC and have GPAs above 2.5.</p> <p>Revised:<br/>SCIENCE: 30% for the middle school and 50% for the upper school pass the CAST and have GPAs above 2.7.</p> |
| Original: CAASPP scores for Social Science and GPA for Social Science | <p>Original:<br/>50% for the middle school and 70% for the upper school pass</p>  | <p>Social Studies GPA: 2.92 (2021-22 Semester 1 )</p>  | <p>Middle School Social Studies/History GPA: 2.95</p>  | <p>3.1 (US) / 3.399 (MS) (AY 22-23 S2)</p>  | <p>Original:<br/>SOCIAL SCIENCE: 50% for the middle school and 70% for the upper school pass</p>   |

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome  | Desired Outcome for 2023–24  |
|---|---|---|--|---|--|
| Corrected: GPA for Social Science                                 | SBAC and have GPAs above 2.7<br><br>Corrected:<br>Social Studies/History GPA: 2.24 (2020-21 Semester 2)   |   | Upper School Social Studies/History GPA: 2.43 (2022-23 Semester 1)   |   | the SBAC and have GPAs above 2.5.<br><br>Revised:<br>Average Social Studies/History GPAs above 2.7               |
| Health and Wellness grades and Physical Fitness Test (PFT) scores | Original:<br>70% or more will pass the annual Physical Fitness Test and have GPAs above 2.5<br>Corrected:<br>2018-19 PFT: % of students who met 4 out of 6 Fitness Standards:<br>5th: 27.4%<br>7th: 28.6%<br>9th: 18.6%<br><br>Health and Wellness GPA: 2.81 (2020-21 Semester 2) | PFT suspended in 2019 and 2020. PFT resumed in 2021, but without formal “pass” criteria this year. In 2021-22 95.8% of our eligible students (5th, 7th, and 9th grade) participated in the PFT. (No “pass” rates available for this year due to statewide changes).<br><br>Health & Wellness GPA: 3.36 (2021-22 Semester 1) | In 2022-23, 98% of our 5th, 7th, and 9th grade students participated in the PFT. (No “pass” rates available for this year due to statewide changes).<br><br>Middle School Health and Wellness GPA: 3.42<br>Upper School Health and Wellness GPA: 3.39 (2022-23 Semester 1) | 5th, 7th, 9th and all required grades have participated.<br><br>Health and wellness GPA 3.351 (US) / 3.578 (MS) (AY 22-23 S2) | PHYSICAL FITNESS: 90% or more will pass the annual Physical Fitness Test and have GPAs above 2.5.                |
| 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   | Foreign Language GPA: 3.16 (2021-22 Semester 1)   | Upper School Foreign Language course GPA: 3.02 (2022-23 Semester 1)  | 3.115 (AY 22-23 S2) (Tableau)   | 80% of upper school students will take and pass foreign language classes needed for a-g and have GPAs above 3.0. |

| Metric | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|----------------|----------------|----------------|-----------------------------|
|        | Corrected:<br>Foreign Language<br>GPA: 3.0 (2020-21<br>Semester 2; upper<br>school only) |                |                |                |                             |

## Goal Analysis

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.

Instructors have been provided with the MWA unit plan format and Week-At-A-Glance (WaaG) templates that provide 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.

Our designated academic support and intervention time takes place during Flex period. Students are grouped using a tier designation process. Math and ELA Labs are our intervention classes. ELD and SAI are also offered during this time. Students are provided with an intervention curriculum, formative and interim assessments and ongoing progress monitoring. The Academic Support Services team holds bi-weekly Flex PLC to offer support, curriculum implementation and unpacking, instructional strategies and data tracking. ELD implemented an English 3D digital curriculum during designated time.

Lexia is being implemented in some classrooms, but not all. All students have access to IXL, and it is being utilized as a resource in many classrooms, but not all.

All critical learners in MATH LABs in the middle school (tier 3 and 2 which may include ELs) have added their MAP Growth data into IXL skill plans so that they have an individualized learning plan. During PLC meetings every other Tuesday at 3:10, teachers meet. Some discussions have included how they are utilizing the IXL tools and features with their classes, how much time they are giving, how the data share has landed with students, and how to support student agency in their growth goals.

In the upper school, students in Algebra 1, 2 and Geometry students used MathIA, an adaptive 1:1 math learning platform that coaches students through grade-level content. Professional development was provided at the beginning of the year on integrating the platform into the weekly pace of instruction, and follow-up support was provided by Carnegie Learning.

Teachers are provided student assessment data for use in modifying instruction from coaches and school leadership during professional development and during content team meetings. We need to be more intentional about monitoring the progress of student subgroups.

Marlin Academy has begun this year, providing more academically structured afterschool, Intercession, and summer programming. 5th and 6th grade students have been participating in additional math and English lessons afterschool which have been tying into and supplementing their Flex instruction. Designated ELO Staff have been providing additional push in support to Math and ELA Flex courses. This November, we piloted our first ELO Intercession days which focused on having our students preview material and skills they would encounter in the winter months. We also began our pilot of Math and Read 180 as the curriculum for all expanded learning sessions this year. We are looking forward to continuing this same kind of targeted support for our Tier 3 students in our upcoming February, April, and June (Summer) break. With more stable staffing in semester 2 we have increased enrollment to 50 students. (25 5th and 25 6th). We are in the process of adding more students to hopefully reach 60 students by the end of February. Enrollment is prioritized for our Tier 3 students, we conduct outreach to try and encourage our families to take advantage of our expanded learning opportunities. Students on our waitlist in Tier 2 are accepted after our Tier 3 families have turned down their spot.

Credit recovery for upper school is paused for students other than students with Extended School Year accommodations as part of their individual learning plan. Students will continue to receive credit recovery during the regular school year.

This year, SPED focused on offering more targeted specialized academic instruction (SAI) sections and increased SAI time in the middle school and upper school. In the middle school, SPED “pull outs” 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 are designated for math lab intervention, reading lab intervention, and academic support.

Last year, the middle school implemented the Sondag 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 middle school 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.

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 were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

8.1 - Tier 1 Instruction:

Greater emphasis was placed on teachers following scope and sequence plans in ELA and mathematics this year in order to provide students with access to grade-level standards. In order to achieve this goal, coaches conducted weekly audits of lesson plan outlines (Week-at-a-Glances or WaaGs), which cited standards, deliverables (criteria for success), accommodations and modifications for each lesson, as well unit vocabulary to be explicitly taught and daily objectives/learning targets. The purpose of the WaaG was to help teachers internalize curriculum. Although some Professional Learning Communities (PLCs) examined student work during their bi-weekly meeting times, there was no formal process developed for collecting work samples from critical learners and meeting with Content Leads to discuss strategies to support students towards mastery. Work samples were collected during observations and used in coaching sessions and teacher evaluations.

#### 8.2 - Academic Interventions:

This year's Academic Support Services student achievement goal was as follows: "By June 14, 2024, 30% (174/581) of Making Waves Students who receive intervention (Tier 2 or Tier 3) will shift up (improve) in tiers by content. Shifts in tiers will be measured through a data-triangulated composite score (Interim Assessment, Grades, Teacher Feedback). Additionally, 20% (70/348) of Making Waves Students who receive ELD will reclassify, as measured by RFEP ELAS in CALPADS." Semester 2 tier designation showed that 31% of students in Tier 3 ELA and 37% of students in Tier 3 math have shifted up in tiers (improve), 14% of students in Tier 2 ELA and 27% of students in Tier 2 math have shifted up in tiers by the end of semester 1. For ELD, 14% have reclassified by the end of semester 1. So far these results have surpassed the goal we have set for the end of the year and this has been an effective action.

#### 8.3 - Educational Software:

IXL metrics for all core math classes show that students have worked on 21,236 individual skills, reached proficiency in 10,794, and have mastered 7,281 skills since the beginning of the year. 5th and 6th grades tend to have higher participation overall. 43 6th graders who have current updated diagnostics are showing a 12 point average monthly growth. Math Lab students have worked on 11,618 skills, reached proficiency in 5,355, and mastery level in 3,540 skills since the start of the school year, making this an effective action.

#### 8.4 - Assessment Tools:

Effective Adjustments need to be made for ELD to add ELPAC IABs. Better management must be taken next year to provide more clarity around testing windows and add an additional round of STAR testing for ELD students before the summative ELPAC assessment. Parents of EL students also need score reports within 30 days which happened. While this action was not as effective as we had hoped, the calendar that was created allowed for intentional planning of growth celebrations.

#### 8.5 - Progress Monitoring and Data Analysis:

Some improvement was seen in IAB data for most grades. This was most prominently seen in an increase in the number of students approaching or near standard (moving up from "far from standard"), making this action effective.

#### 8.6 - Extended (Summer) Learning:

MWA was able to provide credit recovery opportunities for upper school students through Summer 2023. Additionally, MWA made use of ELO grant funds to offer extended summer learning (Marlin Academy). Additionally, MWA did offer Extended School Year (ESY) for students designated Special Education. After reviewing the data from previous years (including summer 2023), MWA determined that summer credit recovery provided an opportunity to recover credits, it was not addressing the root issues related to student learning. As a result, starting with

summer 2024 we will not offer credit recovery during the summer but we are integrating credit recovery within the academic year. We will continue to offer Marlin Academy and ESY.

#### 8.7 - Special Education:

MWA was able to provide push-in and pull-out support consistently throughout the year and complete the pilot for the reading intervention program. During the 2023-2024 school year, MWA learned that it was placed in Differentiated Assistance (DA) for Academics for Students with Disabilities. As a result of the analysis done through the DA process, MWA will continue to be an inclusion-based school for SPED but we are actively exploring ways to provide additional and more robust support to general education teachers. We will continue providing push-in and pull-out support and we will ramp up the support within the regular school day.

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.

The current "8.1 - Tier 1 Instruction" action will continue under "Goal One: Support For All Learners" of the next LCAP cycle beginning AY24-25 as "1.2 - Strengthening Tier 1 Instruction and Differentiation" by providing high quality, standards-aligned and differentiated instruction through the utilization of research-based unit planning formats and ongoing collaboration among teachers and content leads to support student mastery.

Along with this, pieces of actions "8.4 - Assessment Tools" and "8.5 - Progress Monitoring and Data Analysis" will also continue under "Goal One: Support For All Learners" in the next LCAP cycle beginning AY 24-25 as "1.3 - Enhancing Progress Monitoring and Data Analysis." In this, students will review school-wide data in advisory classes and set personal goals for the next cycles and teachers (with a focus on ELA and MATH) will have access to data to review and reference last year.

Academic intervention will continue to be provided to all students in a timely and systematic manner. Tiered services will be embedded into core day instruction as well as during dedicated times within the school day to focus on differentiated intervention and/or instruction.

Next year we will continue to work with the Special Education teachers and aides to develop team teaching models so that more students benefit from intervention during core classes. Additionally, we explore the use of peer tutoring from upper school grades to support students who need academic intervention.

Much of the action will focus on supporting teachers through coaching and professional learning to help them analyze student assessment data, adjust teaching methods based on this data, and make sure adjustments fit within the teaching and learning cycle.

We will continue to disaggregate data to track critical learners' progress, including English Learners, students with disabilities, race / ethnicity groups and income groups, working to close achievement gaps.

For ESY (Extended School Year), we are currently looking at using Read 180 and Math 180, but are exploring alternatives due to low utilization this school year, costs, and more intensive training needs. All Upper School students that have IEPs and are in jeopardy of being retained are highly recommended to participate in ESY.

Similar to the LCAP goal that we are closing out Goal 2: Implementation of Academic Standards and Basic Conditions, aligning Academic Growth is critical to achieving and making progress towards our WASC Goal 1. Going forward, the substance from this goal will be absorbed into our new LCAP Goal 1: Support for All Learners.

**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.**



## 2023-24 Annual Update Table

| Totals        | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
|               | [AUTO-CALCULATED]                                    | [AUTO-CALCULATED]                          |
| <b>Totals</b> | \$15,106,275.00                                      | \$15,106,275.00                            |

| 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) |
|---|----------------------|---|--|--|---|
| <p>This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.</p> <p>This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.</p> |                      |   |  |  |   |
| 1   | 1.1                  | Credential process                                      | No   | \$64,425.00                                    | \$64,425.00                                       |
| 1   | 1.2                  | Facilities conditions and review plan                   | No   | \$2,804,483.00                                 | \$2,804,483.00                                    |
| 1   | 1.3                  | Review and adopt curriculum                             | Yes  | \$182,160.00                                   | \$182,160.00                                      |
| 1   | 1.4                  | Teacher residents and teacher induction                 | No   | \$411,038.00                                   | \$411,038.00                                      |
| 2   | 2.1                  | ELD data analysis and implementation of success metrics | Yes  | \$18,150.00                                    | \$18,150.00                                       |
| 2   | 2.2                  | ELD Professional Development                            | Yes  | \$13,613.00                                    | \$13,613.00                                       |
| 2   | 2.3                  | English Learner Program                                 | Yes  | \$64,630.00                                    | \$64,630.00                                       |
| 2   | 2.4                  | English Learner Reclassification                        | Yes  | \$18,150.00                                    | \$18,150.00                                       |

| 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) |
|--------------------|----------------------|---|--|--|---|
| 2                  | 2.5                  | Instructional Coaching and Professional Development | Yes  | \$363,183.00                                   | \$363,183.00                                      |
| 2                  | 2.6                  | Math PD and Coaching                                | Yes  | \$70,877.00                                    | \$70,877.00                                       |
| 3                  | 3.1                  | Participation and input opportunities               | No   | \$80,118.00                                    | \$80,118.00                                       |
| 3                  | 3.2                  | Family engagement                                   | No   | \$49,140.00                                    | \$49,140.00                                       |
| 3                  | 3.3                  | Parent leadership & support                         | No   | \$10,000.00                                    | \$10,000.00                                       |
| 3                  | 3.4                  | School-Home communication tool                      | No   | \$6,900.00                                     | \$6,900.00  |
| 3                  | 3.5                  | Translation   | Yes  | \$30,000.00                                    | \$30,000.00                                       |
| 4                  | 4.1                  | Graduation Pathways                                 | Yes  | \$130,963.00                                   | \$130,963.00                                      |
| 4                  | 4.2                  | College/Career                                      | Yes  | \$93,485.00                                    | \$93,485.00                                       |
| 4                  | 4.3                  | AP Exam   | No   | \$42,325.00                                    | \$42,325.00                                       |
| 4                  | 4.4                  | Post-secondary planning                             | Yes  | \$123,065.00                                   | \$123,065.00                                      |
| 5                  | 5.1                  | Attendance messaging and consistent practice        | No   | \$62,897.00                                    | \$62,897.00                                       |
| 5                  | 5.2                  | Attendance: SARB/SART process                       | No   | \$91,289.00                                    | \$91,289.00                                       |

| 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                  | 5.3                  | Student Enrollment, Retention, and Transfers | No   | \$49,832.00                                    | \$49,832.00                                       |
| 5                  | 5.4                  | Student Activities                           | No   | \$175,150.00                                   | \$175,150.00                                      |
| 6                  | 6.1                  | Social Emotional Learning                    | Yes  | \$177,073.00                                   | \$177,073.00                                      |
| 6                  | 6.2                  | Advisory Curriculum                          | Yes  | \$24,570.00                                    | \$24,570.00                                       |
| 6                  | 6.3                  | Safety and Connectedness Data                | Yes  | \$120,036.00                                   | \$120,036.00                                      |
| 6                  | 6.4                  | Support Team (Social Workers)                | Yes  | \$203,182.00                                   | \$203,182.00                                      |
| 6                  | 6.5                  | Student Support Referrals and Services       | Yes  | \$215,275.00                                   | \$215,275.00                                      |
| 6                  | 6.6                  | Campus Supervisors                           | No   | \$643,717.00                                   | \$643,717.00                                      |
| 6                  | 6.7                  | PBIS and Behavior Data System                | No   | \$109,600.00                                   | \$109,600.00                                      |
| 6                  | 6.8                  | Cultural Celebrations                        | No   | \$25,000.00                                    | \$25,000.00                                       |
| 7                  | 7.1                  | Course access                                | No   | \$97,071.00                                    | \$97,071.00                                       |
| 7                  | 7.2                  | Expand course offerings                      | No   | \$26,525.00                                    | \$26,525.00                                       |
| 7                  | 7.3                  | Career and Technical Education (CTE)         | No   | \$116,374.00                                   | \$116,374.00                                      |
| 8                  | 8.1                  | Tier 1 instruction                           | No   | \$4,438,286.00                                 | \$4,438,286.00                                    |

| 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) |
|--------------------|----------------------|---------------------------------------|--|--|---|
|                    |                      |                                       |  |  |   |
| 8                  | 8.2                  | Academic interventions                | Yes  | \$2,629,057.00                                 | \$2,629,057.00                                    |
| 8                  | 8.3                  | Educational software                  | Yes  | \$23,500.00                                    | \$23,500.00                                       |
| 8                  | 8.4                  | Assessment tools                      | Yes  | \$93,250.00                                    | \$93,250.00                                       |
| 8                  | 8.5                  | Progress monitoring and data analysis | Yes  | \$86,025.00                                    | \$86,025.00                                       |
| 8                  | 8.6                  | Extended learning                     | Yes  | \$96,941.00                                    | \$96,941.00                                       |
| 8                  | 8.7                  | Special Education                     | No   | \$1,024,920.00                                 | \$1,024,920.00                                    |

**2023-24 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) |
|--|---|---|--|--|--|--|
| 3012448  | \$4,272,934.00  | \$4,272,934.00  | \$0.00   | 0.000%   | 0.000%   | 0.000%   |

| 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) |
|--------------------|----------------------|----------------------------|---|--|---|---|---|
|--------------------|----------------------|----------------------------|---|--|---|---|---|

This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.

This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.

|   |     |   |     |              |              |  |  |
|---|-----|---|-----|--------------|--------------|--|--|
| 1 | 1.1 | Credential process                                      |     | \$64,425.00  |              |  |  |
| 1 | 1.2 | Facilities conditions and review plan                   |     | \$182,645.00 |              |  |  |
| 1 | 1.3 | Review and adopt curriculum                             | Yes | \$182,160.00 | \$182,160.00 |  |  |
| 1 | 1.4 | Teacher residents and teacher induction                 |     | \$411,038.00 |              |  |  |
| 2 | 2.1 | ELD data analysis and implementation of success metrics | Yes | \$18,150.00  | \$18,150.00  |  |  |
| 2 | 2.2 | ELD Professional Development                            | Yes | \$13,613.00  | \$13,613.00  |  |  |
| 2 | 2.3 | English Learner Program                                 | Yes | \$19,890.00  | \$19,890.00  |  |  |
| 2 | 2.4 | English Learner Reclassification                        | Yes | \$18,150.00  | \$18,150.00  |  |  |
| 2 | 2.5 | Instructional Coaching and Professional Development     | Yes | \$255,480.00 | \$255,480.00 |  |  |
| 2 | 2.6 | Math PD and Coaching                                    | Yes | \$10,000.00  | \$10,000.00  |  |  |
| 3 | 3.1 | Participation and input opportunities                   |     | \$80,118.00  |              |  |  |

| 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                  | 3.2                  | Family engagement                            |   | \$49,140.00  |   |   |   |
| 3                  | 3.3                  | Parent leadership & support                  |   | \$10,000.00  |   |   |   |
| 3                  | 3.4                  | School-Home communication tool               |   | \$6,900.00   |   |   |   |
| 3                  | 3.5                  | Translation                                  | Yes   | \$30,000.00  | \$30,000.00   |   |   |
| 4                  | 4.1                  | Graduation Pathways                          | Yes   | \$130,963.00   | \$130,963.00  |   |   |
| 4                  | 4.2                  | College/Career                               | Yes   | \$93,485.00  | \$93,485.00   |   |   |
| 4                  | 4.3                  | AP Exam                                      |   | \$42,325.00  |   |   |   |
| 4                  | 4.4                  | Post-secondary planning                      | Yes   | \$123,065.00   | \$123,065.00  |   |   |
| 5                  | 5.1                  | Attendance messaging and consistent practice |   | \$62,897.00  |   |   |   |
| 5                  | 5.2                  | Attendance: SARB/SART process                |   | \$91,289.00  |   |   |   |
| 5                  | 5.3                  | Student Enrollment, Retention, and Transfers |   | \$49,832.00  |   |   |   |
| 5                  | 5.4                  | Student Activities                           |   | \$175,150.00   |   |   |   |
| 6                  | 6.1                  | Social Emotional Learning                    | Yes   | \$177,073.00   | \$177,073.00  |   |   |
| 6                  | 6.2                  | Advisory Curriculum                          | Yes   | \$24,570.00  | \$24,570.00   |   |   |
| 6                  | 6.3                  | Safety and Connectedness Data                | Yes   | \$120,036.00   | \$120,036.00  |   |   |
| 6                  | 6.4                  | Support Team (Social Workers)                | Yes   | \$203,182.00   | \$203,182.00  |   |   |
| 6                  | 6.5                  | Student Support Referrals and Services       | Yes   | \$191,275.00   | \$191,275.00  |   |   |
| 6                  | 6.6                  | Campus Supervisors                           |   | \$643,717.00   |   |   |   |
| 6                  | 6.7                  | PBIS and Behavior Data System                |   | \$109,600.00   |   |   |   |
| 6                  | 6.8                  | Cultural Celebrations                        |   | \$25,000.00  |   |   |   |
| 7                  | 7.1                  | Course access                                |   | \$54,460.00  |   |   |   |

| 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) |
|--------------------|----------------------|---------------------------------------|---|--|---|---|---|
| 7                  | 7.2                  | Expand course offerings               |   | \$26,525.00  |   |   |   |
| 7                  | 7.3                  | Career and Technical Education (CTE)  |   | \$116,374.00   |   |   |   |
| 8                  | 8.1                  | Tier 1 instruction                    |   | \$4,438,286.00   |   |   |   |
| 8                  | 8.2                  | Academic interventions                | Yes   | \$2,394,067.00   | \$2,394,067.00  |   |   |
| 8                  | 8.3                  | Educational software                  | Yes   | \$23,500.00  | \$23,500.00   |   |   |
| 8                  | 8.4                  | Assessment tools                      | Yes   | \$93,250.00  | \$93,250.00   |   |   |
| 8                  | 8.5                  | Progress monitoring and data analysis | Yes   | \$54,084.00  | \$54,084.00   |   |   |
| 8                  | 8.6                  | Extended learning                     | Yes   | \$96,941.00  | \$96,941.00   |   |   |
| 8                  | 8.7                  | Special Education                     |   |  |   |   |   |

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

**2023-24 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 (%) | 16. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 17. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 18. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
|---|---|--|---|--|---|--|--|---|

This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.

|  |         |  |        |                |        |        |        |        |
|--|---------|--|--------|----------------|--------|--------|--------|--------|
|  | 3012448 |  | 0.000% | \$4,272,934.00 | 0.000% | 0.000% | \$0.00 | 0.000% |
|--|---------|--|--------|----------------|--------|--------|--------|--------|



## Instructions

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](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)           |
|--|--|--|--|---|--|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

## Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - 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.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023