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# Board Report

2023-24 LCAP Annual Update

2024-25 Local Control Accountability Plan (LCAP)

## **LCAP Public Hearing**

MWA is ending our last 3-year LCAP cycle and providing our Annual Update on the progress we have made towards the goals initially set 3 years ago. We are here to solicit recommendations and comments from the public regarding the specific actions and expenditures in MWA's new 2024-25 LCAP. This report contains snapshots of Annual Update and new LCAP from a high level, as well as what impacts have made due to feedback from our Educational Partners. For more information on these topics, please see the full MWA 2023-24 LCAP Annual Update, the MWA 2024-25 LCAP, and the MWA 2024-25 LCAP Budget Overview for Parents.

# Annual Update of the 2023-24 LCAP: Snapshots

MWA’s 2023-24 LCAP was made up of 8 goals consisting of 41 different actions that were implemented at MWA over the past 3 years. This is a look at some of the highlights from our reflections on each goal. For a complete breakdown of all goals, actions, metrics, and expenditures, please refer to the full MWA 2023-24 LCAP Annual Update.

**Note: Expenditures were not listed in these snapshots because there were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.**

**Goal 1: Basic Conditions**

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

<b>Teachers who are credentialed and appropriately assigned</b>	<p><b>Goal:</b> 100% of teachers appropriately assigned and making adequate progress towards their credential pathway.</p> <p><b>Actual:</b> 58.32% (2023-24 SARC)</p>
<b>Teacher retention rate</b>	<p><b>Goal:</b> Meet a minimum retention rate of 80%.</p> <p><b>Actual:</b> 67.2% (2022-23)</p>

**Reflection**

**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).

**Next Year**

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.

**Goal 2: Implementation of Academic Standards**

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

<p><b>English Learner Progress Indicator</b></p>	<p><b>Goal:</b> 50% “Making Progress” <b>Actual:</b> 59.7% “Making Progress”</p>
<p><b>English Learner Reclassification Rates</b></p>	<p><b>Goal:</b> 20% annual reclassification rate across all grades <b>Actual:</b> 18%, on track to hit goal of 20% by EOY</p>

**Reflection**

**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.

**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.

### Goal 3: Family Partnerships

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

#### Parent Climate Survey data

**Goal:** 80% of parents express satisfaction with opportunities for parent participation and input

**Actual:** 87%

**Goal:** 80% of parents feel MWA is responsive to their concerns

**Actual:** 89%

#### Reflection

##### 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.

#### Next Year

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.

## Goal 4: College and Career Readiness

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

**Percent of graduates having a post secondary plan across a range of pathways**

**Goal:** 95%

**Actual:** 100%

**Percent identified as "Prepared" on CCI**

**Goal:** 70%

**Actual:** 54.7% (22-23)

### Reflection

#### 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 training sessions to reach a wider audience that includes Middle School students.

### Next Year

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.

## Goal 5: Student Engagement

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

### 8th grade retention rates

**Goal:** 95% or more 8th graders matriculate to upper school

**Actual:** 92%

### Upper school retention rates

**Goal:** 96% retention rate in upper school

**Actual:** 93.9%

### Reflection

#### **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.

### Next Year

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 Lower School to reflect interest expressed by students and families.

## Goal 6: School Climate

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

### Suspension Rate

**Goal:** <5% (overall and in both divisions)

**Actual:** 11%\* (as of 3/14)

### Social Worker Referrals

**Goal:** 95% of students who are referred to the Holistic Services department receive support services or are connected with support services.

**Actual:** 80%

### Reflection

#### 6.5 - Student Support Referrals and Services

Students that did not receive and/or were not connected with support were either addressed and resolved, it was determined the student was receiving outside support, or the incident/concern was unfounded/misunderstanding.

### Next Year

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.

## Goal 7: Course Access

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

### CTE course enrollment

**Goal:** 30% or more will be enrolled in CTE designated courses

**Actual:** 20%

### Master schedule

**100% of middle school students** are taking courses that fulfill local requirements for 8th grade promotion.

**100% of upper school students** are taking courses that fulfill local requirements for high school graduation

### Reflection

#### 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.

### Next Year

MWA will begin looking into offering other CTE Pathways such as finance, technology, digital media arts, business/entrepreneurship pathways.

We would also like to Re-Invest in Dual-enrollment which can aid in explaining course offerings to all MWA students.



## Goal 8: Academic Growth

*Support all learners to achieve growth in academic student outcomes.*

### CAASPP scores for English

#### **Goal: Pass the SBAC**

Middle school: 70%

Upper School: 80%

#### **Actual: Meeting / Exceeding Standard for ELA**

Schoolwide: 44%

Upper School: 51.77%

### CAASPP scores for Math

#### **Goal: pass the SBAC**

Middle school: 50%

Upper School: 70%

#### **Actual: Meeting / Exceeding Standard for Math**

Schoolwide: 21%

Upper School: 14.12%

### Reflection

#### **Action 8.1 - Tier 1 Instruction**

This year, a greater emphasis was placed on teachers following scope and sequence plans in ELA and mathematics to provide students with access to grade-level standards. To achieve this goal, coaches conducted weekly audits of lesson plan outlines (Week-at-a-Glances or WaaGs), which cited standards, deliverables, accommodations and modifications for each lesson, as well unit vocabulary, and daily learning targets. The purpose of the WaaG was to help teachers internalize curriculum.

### Next Year

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.

## 2024-25 LCAP: Overview

MWA's 2024-25 LCAP is being put forth in this public hearing to elicit feedback and input from the public on our new LCAP before it is adopted for the next 3 year cycle.

For this new LCAP cycle, MWA has decided to significantly reduce the number of actions. While the fundamental objectives from our old LCAP are still present, they have been absorbed into our new goals. This new LCAP has 3 goals that are aligned with our WASC goals, to help focus our overall practices at MWA. This is an overview of our new goals and actions for MWA's 2024 LCAP. For a complete breakdown of goals, actions, metrics, and expenditures, please see the full MWA 2024-25 LCAP.

**Note: The "Total Funds" listed below for each action include all of our LCFF funding as well as some state and some federal funds that will be utilized to achieve our goals.**

### Goal 1: Support for All Learners

*Develop and refine vertically-aligned programs to support all learners.*

#### Why we developed this goal

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.

While basic conditions are critical to student success, implementation of academic standards and academic growth are the top priority. We believe that tracking metrics in these areas will allow us to monitor the extent to which we provide support for all learners including our Critical Learner Groups. When we analyze our data by cohort, we are able to see a clear pattern of academic improvement. Students who enter MWA in the 5th grade and stay with us through graduation demonstrate gains in their Math and ELA scores. We believe that aligning our programs across all grades will further increase the gains our students demonstrate. Additionally, the alignment will further support our tiered support for English Learners and Students with Disabilities.

Historically, the CA State Dashboard data and local data have informed us that some of our students are not demonstrating enough

academic progress, particularly in math for all grades and in English for 5th-8th grades. When we have looked at this data by subgroup, we have not seen as much progress with our African American students, Students with Disabilities, and English learners. Our 11th graders, historically, have done very well on the SBAC and our seniors have had strong high school graduation rates and college readiness rates. On the SBAC, our Latino subgroup of students have been a top performing subgroup in comparison to other Latino students across the state in the 11th grade. Our English Learner reclassification data has, for the most part, been historically better than average. When we looked at the overall data, as a whole school and by subgroups and grade levels, we wanted to create a goal that acknowledged that although we have a continuum of learners with different needs, our goal is for ALL of our learners to make material progress every year academically. When we ask our educational partners, they have stressed the importance of getting their children reclassified before they start high school so that they can have access to more curriculum and more learning. Our educational partners have also stressed wanting the students who are not working at grade level proficiency to be provided support so that they can get caught up as soon as possible. Our Board of Directors have asked us to make more material progress in math outcomes as evidenced by our SBAC math scores. Given the Dashboard and local data as well as the feedback from educational partners, we think it's important that our goal reflects a commitment to all subgroups of our learners (that are also reflected in the CA State Dashboard).

## Metrics Tracked

- 1.1 Teacher credentials and assignments
- 1.2 Instructional Materials
- 1.3 Facilities
- 1.4 Adopted Standards
- 1.5 Teacher Participation in PD
- 1.6 ELD PLC
- 1.7 EL Reclassification Rate
- 1.8 ELPI
- 1.9 English CAASPP Scores and GPA
- 1.10 Math CAASPP Scores and GPA

	<p><b>1.11</b> Science CAASPP Scores and GPA</p> <p><b>1.12</b> Social Science GPA</p> <p><b>1.13</b> World Language GPA</p> <p><b>1.14</b> Health and Wellness PFT and GPA</p>
<p><b>Action 1.1</b></p> <p><b>Total Funds:</b> \$456,399</p> <p><i>Personnel:</i> \$456,399</p> <p><i>Non-Personnel:</i> –</p>	<p><b>Enhancing Instructional Capacity and Professional Growth</b></p> <p>Improve instructional coaching and professional development opportunities for educators, ensuring deep understanding of grade-level standards and effective analysis of unduplicated student data to drive instructional decision-making.</p>
<p><b>Action 1.2</b></p> <p><b>Total Funds:</b> \$1,557,510</p> <p><i>Personnel:</i> \$1,547,510</p> <p><i>Non-Personnel:</i> \$10,000</p>	<p><b>Strengthening Tier 1 Instruction and Differentiation</b></p> <p>To provide high-quality, standards-aligned, and differentiated instruction -- for students that are at-risk, Long-Term English Language Learners, ELL, and SpEd-- through the utilization of research-based unit planning formats and ongoing collaboration among teachers and content leads to support student mastery.</p>
<p><b>Action 1.3</b></p> <p><b>Total Funds:</b> \$1,159,107</p> <p><i>Personnel:</i> \$1,149,107</p> <p><i>Non-Personnel:</i> \$10,000</p>	<p><b>Enhancing Progress Monitoring and Data Analysis</b></p> <p>To empower teachers to utilize student assessment data effectively within the teaching and learning cycle, providing targeted interventions and monitoring progress of student subgroups --including Include English Learners, LTELs, students with disabilities, race/ethnicity groups, and income groups-- to ensure equitable support for all learners.</p>
<p><b>Action 1.4</b></p> <p><b>Total Funds:</b> \$655,337</p> <p><i>Personnel:</i> \$655,337</p>	<p><b>Improve Academic Outcomes for Special Education Students</b></p> <p>Students with disabilities will annually increase their English DFS in English and Math by a minimum of 3 points to achieve a color rating of orange as reflected on the English &amp; Math indicators on the CA State Dashboard.</p>

*Non-Personnel: –*

### **Action 1.5**

**Total Funds:** \$330,960

*Personnel:* \$330,960

*Non-Personnel: –*

### **Enhancing the Learning Environment for English Learners through Staff PD**

Improve instructional coaching and professional development opportunities for educators to best support the needs of ELs.

### **Action 1.6**

**Total Funds:** \$89,988

*Personnel:* \$89,988

*Non-Personnel: –*

### **Language Acquisition Program**

Continue providing standards aligned curriculum specifically for designated ELs from CA approved materials list.

## **Goal 2: College and Career Readiness**

*Refine holistic support for college and career readiness that build all students' capacity for graduation and success beyond high school.*

### **Why we developed this goal**

MWA's data for College and Career Readiness has historically been high. Like most schools, we saw a decline in our data during the COVID 19 pandemic but our outcomes remain strong.

For this goal, it was most relevant to track our College and Career Readiness and Course Access metrics. Our mission is to prepare all of our students to engage in an appropriately rigorous post-secondary pathway. We know that not all students want to pursue higher education and we want to ensure that they are all college-eligible when they leave MWA.

Given our historical and persistent success in this area as demonstrated by our Dashboard data, we think it is important to continue to reflect upon and refine our practices. How can we further prepare our students to be more prepared for college and career? What

skills can we help them develop that will allow them success beyond high school? Again, given our strong data in the areas of high school graduation rates and college and career readiness, we thought it was important to continue to evolve and adapt to any new challenges that would deter ongoing

success in this area. Beyond being a place for academic and social-emotional learning, the ultimate measure of readiness, from a post secondary perspective, is our students' success in college and in an early career. These two areas set the early stage for their careers and their lives for well into the future.

**Metrics Tracked**

- 2.1 CTE Enrollment
- 2.2 A-G Completion
- 2.3 Graduation Rate
- 2.4 Drop Out Rate
- 2.5 AP Pass Rate
- 2.6 EAP
- 2.7 CCI
- 2.8 UC and CSU Eligibility
- 2.9 Pathways and Student Meetings
- 2.10 Post-Secondary Planning
- 2.11 Number of Field Trips
- 2.12 Students Have Access to a Broad Course of Study
- 2.13 CTE and A-G Completion

**Action 2.1**

**Vertically Aligned Systems for Seamless College and Career Support**

Develop and implement a systematic partnership agreement within MWA to address and identify the college and career readiness and post-secondary needs of critical learning groups (English Learners,

**Total Funds:** \$975,741

**Personnel:** \$968,291

**Non-Personnel:** \$7,450

Low-Income, African-American Youth, Special Education, Foster Youth). Additionally, continue to update the practices to ensure that MWA students' specific needs are met.

### **Action 2.2**

**Total Funds:** \$2,127,225

**Personnel:** \$2,112,225

**Non-Personnel:** \$15,000

### **College and Career Pathway Scope and Sequence**

Develop and implement a strategic plan that encompasses the development of a scope and sequence that addresses the implementation of age appropriate college and career readiness curriculum for critical learning groups (English learners, Low-Income, African-American Youth, Special Education, Foster Youth) starting in the Middle School grades through upper school grades

### **Action 2.3**

**Total Funds:** \$937,754

**Personnel:** \$922,754

**Non-Personnel:** \$15,000

### **Graduation Pathways**

Strengthen and refine existing plan to better serve MWA students in critical learning groups (English Learners, Low-Income, African-American Youth, Special Education, Foster Youth) and as a whole as they move through the graduation process.

## **Goal 3: Diversity, Equity, and Inclusion**

*Create a safe, inclusive, and high-performing environment for all students and adults that are informed through the lens of diversity, equity, and inclusion.*

### **Why we developed this goal**

One of our core values is community; MWA was founded on the belief that diversity, equity and inclusion are a critical part of learning. In June 2022, the Making Waves Education Foundation installed two monuments to name MWA a Campus for Equity in Education in honor of our founders as a way to recognize their commitment and impact. The campus naming is consistent with the founder's vision for Richmond, our students, and their families – a school in the community that can be an example of what it means to provide students with the kind of educational opportunities all students in our country deserve – no matter their family's race/ethnicity, income, zip code, or background. In the context of the learning environment, we believe family partnerships, student engagement,

and school climate are directly connected to a student's sense of belonging which can deeply impact their ability to learn.

We believe that strong partnerships with parents is incredibly valuable and we want to continue monitoring our efforts on that front. An engaged parent can be one of the most effective levers to engage our students. This is especially true for students who require additional support (SPED, EL, socio-economically disadvantaged, chronically absent etc.).

Lastly, we want all of our students to feel safe coming to school. This starts by creating an inclusive environment that prioritizes learning and student success. If students do not feel safe, they will have a very difficult time accessing their education.

### **Metrics Tracked**

**3.1** Chronic Absenteeism

**3.2** Attendance Rate

**3.3** Suspension Rate

**3.4** Expulsion Rate

**3.5** School Climate Surveys - Safety

**3.6** School Climate Surveys - Connectedness

**3.7** Parent Participation - Skills Academy Survey

**3.8** Parent Participation - Workshops

**3.9** PD Sessions - Families of Critical Learner Groups

**3.10** PD Sessions - Students with Disabilities

**3.11** Student Input

**3.12** 8th Grade Retention Rates

**3.13** Upper School Retention Rates

**3.14** Master Calendar



	<p><b>3.15</b> Event Promotions</p> <p><b>3.16</b> Student vs. Staff Demographics</p>
<p><b>Action 3.1</b></p> <p><b>Total Funds:</b> \$813,767</p> <p><i>Personnel:</i> \$800,767</p> <p><i>Non-Personnel:</i> \$13,000</p>	<p><b>Student Support Services for Students that are Suspended</b></p> <p>Refer students that have been suspended to Student Support Services to be placed on Tier 2 or 3 with targeted skills to be taught in various formats with a focus on critical learning groups and unduplicated student groups (English Learners, Low-Income, Foster Youth).</p>
<p><b>Action 3.2</b></p> <p><b>Total Funds:</b> \$522,409</p> <p><i>Personnel:</i> \$519,409</p> <p><i>Non-Personnel:</i> \$3,000</p>	<p><b>Integrated Family Engagement</b></p> <p>Develop and implement a comprehensive plan for family workshops that is based on surveyed interests, establishes a regular and consistent set of events, and that are promoted effectively to all parents, guardians, and families of our unduplicated student groups (English Learners, Low-Income, Foster Youth).</p>
<p><b>Action 3.3</b></p> <p><b>Total Funds:</b> \$435,054</p> <p><i>Personnel:</i> \$429,054</p> <p><i>Non-Personnel:</i> \$6,000</p>	<p><b>SWD Suspension Rate Reduction</b></p> <p>Create a system that establishes a process to lower the rate of students with disabilities being suspended from school</p>
<p><b>Action 3.4</b></p> <p><b>Total Funds:</b> \$673,327</p> <p><i>Personnel:</i> \$665,327</p> <p><i>Non-Personnel:</i> \$10,000</p>	<p><b>Increase in School Connectedness</b></p> <p>Achieve a school atmosphere that increases school connectedness based on School Climate Survey results, assessment of current environment, while fostering student voice and leadership for our unduplicated student groups (English Learners, Low-Income, Foster Youth).</p>

## Educational Partner Feedback Impacts

MWA has been engaging our Educational Partners in the creation of our LCAP all year. This is a look at the specific changes we have made to our new LCAP due to this feedback. For a full breakdown on our specific meetings, surveys, and engagement please see MWA 2024-25 LCAP or the written response sent out by our CEO on May 9, 2024.

<b>All Actions</b>	<p>All surveyed groups (Faculty/Staff, Parents, and Students) indicated that support for specific student groups is needed and appropriate. As such, all goals have been updated to include more specific references to student groups that the individual actions will be geared towards supporting.</p>
<b>Goal 1: Support for All Learners</b>	
<b>Action 1.1 Enhancing Instructional Capacity and Professional Growth</b>	<p>No major changes implemented.</p>
<b>Action 1.2 Strengthening Tier 1 Instruction and Differentiation</b>	<p>Faculty/Staff indicated that they are interested in learning how to better incorporate standards into lesson plans. We have kept this a heavy area of focus.</p>
<b>Action 1.3 Enhancing Progress Monitoring and Data Analysis</b>	<p>Faculty/Staff indicated that they are excited about learning how to better analyze and utilize student data. All surveyed groups (Faculty/Staff, Parents, and Students) indicated that they are interested in an increased focus on student data. Next year students will also be shown performance data to help them set and achieve personal goals. Provided more definition of student groups that data analysis will be focused on.</p>
<b>Action 1.4 Improve Academic Outcomes for Special Education Students</b>	<p>After receiving educational partner feedback, Goal 1 Action 4 "Improve Academic Outcomes for Special Education Students" has been added to MWA's LCAP. All surveyed groups (Faculty/Staff, Parents, and Students) indicated an appreciation for differentiated approaches to educating various student groups. Faculty/Staff and Parents in particular advocated for differentiated support for students with disabilities. This, coupled with CA State Dashboard data on Math and ELA performance for students with disabilities, has led MWA to create this action.</p>
<b>Action 1.5 Enhancing the Learning Environment for English Learners through Staff PD</b>	<p>After receiving educational partner feedback, Goal 1 Action 5 "Enhancing the Learning Environment for English Learners through Staff PD" has been added to MWA's LCAP. All surveyed groups indicated support for specific student groups is needed and Faculty/Staff indicated an appreciation for additional teacher supports for meeting student needs. With ELs making up 81% of our student population, learning for specific supports related to our ELs is appropriate. This, coupled with LCAP required actions, has led MWA to create this action.</p>
<b>Action 1.6 Language Acquisition</b>	<p>After receiving educational partner feedback, Goal 1 Action 6 "Language Acquisition Programs" has been added to MWA's LCAP. All surveyed groups indicated support for specific student groups is needed and Faculty/Staff and parents</p>

<b>Program</b>	showed an interest in EL reclassification rates. With ELs making up 81% of our student population, learning for specific supports related to our ELs is appropriate. On the CA State Dashboard, MWA's English Learner Progress Indicator statistics are indicated to exceed state scores by over 10%. To continue this progress, coupled with LCAP required actions, has led MWA to create this action.
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### Goal 2: College and Career Readiness

<b>Action 2.1 Vertically Aligned Systems for Seamless College and Career Support</b>	No major changes implemented.
<b>Action 2.2 College and Career Pathway Scope and Sequence</b>	<p>All surveyed groups (Faculty/Staff, Parents, and Students) indicated that they were excited for college and career readiness initiatives to begin earlier in the education process at MWA i.e. grades 5-8. MWA will carry this intention over into the next 3 years by implementing college and career readiness beginning in middle school.</p> <p>Faculty/Staff and Parents indicated a strong want for more college and career readiness opportunities to happen outside of MWA through experiences like field trips. A focus on providing these opportunities has been added, along with metric 2.13 (Number of Field Trips) -- with the goal of having at least one such field trip per grade a year.</p>
<b>Action 2.3 Graduation Pathways</b>	Students indicated a need for support in the transition process from middle school to the upper school. More attention has been paid to this point after receiving student feedback. Much like Goal 2 Action 2, a focus on field trips has also been added to this action. In addition, MWA has increased the focus on Community Engagement as well.

### Goal 3: Diversity, Equity, and Inclusion

<b>Action 3.1 Student Support Services for Students that are Suspended</b>	Faculty/Staff and Parents both indicated a strong interest in increasing communications to parents. A larger focus has been geared towards supporting this communication. Similarly to Goal 2 Action 2 and Goal 2 Action 3, a stronger focus has also been included in community engagement.
<b>Action 3.2 Integrated Family Engagement</b>	Students indicated a want for more student-inclusion in decision making and engagement. Signage created by students has been given a larger focus and included in metric 3.15 (Engagement Events: Promoted). More specifications on how the school will engage families has also been added, as per Parent requests.
<b>Action 3.3 SWD Suspension Rate Reduction</b>	No major changes implemented.
<b>Action 3.4 Increase in School Connectedness</b>	Similarly to Goal 2 Action 2, Goal 2 Action 3, Goal 3 Action 1, and Goal 3 Action 2, a bigger emphasis has been added to student experiences when it comes to field trips. This action also has a new focus on bringing more experiences to the MWA campus by bringing in external contractors that are representative of our student population.