

| WASC Measurable outcome | LCAP Goal | LCAP Desired Outcome for 23-24 | WASC Progress to Goals, 2023-24 | WASC Progress to Goals notes, reflections, and EVIDENCE for 2023-24 |
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| 1.1: By 2023 CA Dashboard, all students will annually increase their math DFS by a minimum of 9 points to achieve low performance level and color rating of yellow as reflected on the math indicator. | 8- Academic Growth | Original: MATH: 50% for Middle School and 70% for Upper School pass the SBAC and have GPAs above 2.5 Revised: MATH: 30% for the Middle School and 50% for the Upper School pass the SBAC and have GPAs above 2.7. | Material Progress | In 2023, math DFS increase of 21.9 points and a color rating of yellow. Met the goal. |
| 1.2: By 2023 CA Dashboard, all students will annually increase their English DFS by a minimum of 6.45 points to achieve high performance level and color rating of green as reflected on the English indicator. (Other Pupil Outcomes) | 8- Academic Growth | | Material Progress | In 2023, English DFS increase of 11.9 points and a color rating of yellow. Met the goal. |
| 1.3: By 2023 CA Dashboard, African American students will annually increase their math DFS by a minimum of 3 points to achieve low performance level and color rating of yellow as reflected on the math indicator. (Other Pupil Outcomes) | 8- Academic Growth | | Material Progress | In 2023, African American students increased their DFS in math by 14.2 points and a color rating of orange. Partially met the goal. |
| 1.4: By 2023 CA Dashboard, African American students will annually increase their English DFS by a minimum of 9 points to achieve low performance level and color rating of yellow as reflected on the English indicator. (Other Pupil Outcomes) | 8- Academic Growth | ENGLISH: 70% for the Middle School and 80% for the Upper School pass the SBAC and have GPAs above 2.7. | Material Progress | In 2023, African American students increased their DFS in English by 10.6 points and a color rating of yellow. Met the goal. |

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| <p>1.5: By 2023 CA Dashboard, SPED students will annually increase their math DFS by a minimum of 3 points to achieve very low performance level and color rating of orange as reflected on the math indicator.</p> | <p>8- Academic Growth</p> | | <p>Little to No Progress</p> | <p>In 2023, students with disabilities increased their DFS in math by 20.1 points and a color rating of orange. Met the goal.</p> |
| <p>1.6: By 2023 CA Dashboard, SPED students will annually increase their English DFS by a minimum of 3 points to achieve very low performance level and color rating of orange as reflected on the English indicator.</p> | <p>8- Academic Growth</p> | | <p>Material Progress</p> | <p>In 2023, students with disabilities saw a decrease in their DFS in English by -6.8 points and a color rating of red. Did not meet either goal.</p> |
| <p>1.7: Refine and follow with fidelity the plan for checking for proper teacher credentialing during the recruitment and selection process as well as developing an annual credential review schedule. (Conditions of Learning)</p> | <p>1- Basic Conditions</p> | <p>100% of teachers are credentialed, appropriately assigned, and making adequate progress toward their credential pathway.</p> | <p>Material Progress</p> | <p>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).</p> |
| <p>1.8: Ensure materials for core classes are on the State Adopted List and meet the criteria for state approved materials. (Conditions of Learning)</p> | <p>1- Basic Conditions</p> | <p>Standards-aligned, culturally responsive curriculum in all content areas.</p> | <p>Material Progress</p> | <p>100% of students have access to standards-aligned curriculum and materials in all subjects (2023 SARC). Met the goal.</p> |
| <p>1.9: Ensure facilities meet safety and maintenance criteria set forth by federal, state, and local regulations. (Conditions of Learning)</p> | <p>1- Basic Conditions</p> | <p>Original: Buildings remain in good repair. Revised: Maintain all facilities systems rated "Good"; overall rating of "Exemplary" on FIT.</p> | <p>Material Progress</p> | <p>95.81% for the middle school ("Good") 95.97% for the upper school ("Good") (Aug 2023 FIT). Met the goal.</p> |

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| <p>1.10: Implement a plan to allow for ongoing scheduled training and monitoring of core day and intervention faculty with respect to the use of instructional strategies that allow for our English Language Learner students to better access content knowledge, while also addressing any skills in need of development. (State Standards)</p> <p>1.11: Implement a progress monitoring protocol for systematic and ongoing data generation and review of English Proficiency for English Learner students including regular review of progress in the English Language Proficiency</p> | <p>2- Academic Standards</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> | <p>Material Progress</p> | <p>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. 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.</p> |
| <p>1.12: Maintain and deepen the current level of parent involvement through intentional and mission-aligned opportunities for involvement. (Parent Involvement)</p> | <p>3- Family Partnerships</p> | <p>Original: "Strong" family participation. We hope to see increased participation in family engagement events.</p> <p>Revised "Strong" parent participation (80% or more families participate in family meetings.) We hope to see increased participation in family engagement events.</p> | <p>Some Progress</p> | <p>Parent Participation in Events: Back to School Day 36 Saturday Parent Meetings-18 Parent Education Workshops-11 ELAC-11 LCAP-9 Advisor Family Conferences-7 (MWA School Climate Survey for Families-February 2023)</p> |
| | <p>3- Family Partnerships</p> | <p>80% of parents participate in survey. 60% of parents share a high satisfaction rating.</p> | <p>Some Progress</p> | <p>89% of parents agree/strongly agree that MWA is responsive to questions and concerns. 87% of parents feel satisfied with opportunities for parent participation and input at Makiung Waves Academy. (Climate Survey FEB 2023).</p> |

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| <p>1.13: Academically engage our Middle School students and support them social-emotionally to encourage 90% or higher annual retention rates, particularly the 8th grade retention rate at MWA and matriculation to the Upper School. (Pupil Engagement)</p> | <p>5- Student Engagement</p> | <p>Original: 90% or more 8th graders matriculate to upper school Revised: 95% or more 8th graders matriculate to upper school</p> | <p>Material Progress</p> | <p>95% of 8th graders remained to start 9th grade in 2023-24 at MWA. We exceeded the original goal and met the revised goal.</p> |
| <p>1.14: Academically engage our Upper School students and support them social-emotionally to encourage 90% or higher annual retention rates and a 5% or less dropout rate. (Pupil Engagement)</p> | <p>4- College and Career Readiness</p> | <p><1%</p> | | <p>Awaiting final numbers after the end of the school year.</p> |
| <p>1.14: Academically engage our Upper School students and support them social-emotionally to encourage 90% or higher annual retention rates and a 5% or less dropout rate. (Pupil Engagement)</p> | <p>5- Student Engagement</p> | <p>Original: 90% retention rate in upper school Revised: 96% retention rate in upper school</p> | | <p>Awaiting final numbers after the end of the school year.</p> |
| <p>1.15: 80% or more of students will "Meet" or "Exceed" the standard on the CA standardized tests for Science in 5th, 8th, and 10th grades and in the content specific courses in high school; the overall GPA average by grade level for students in Science is 2.5. (Other Pupil Outcome)</p> | <p>8- Academic Growth</p> | <p>Original: SCIENCE: 50% for the Middle School and 70% for the Upper School pass the SBAC and have GPAs above 2.5. Revised: SCIENCE: 30% for the Middle School and 50% for the Upper School pass the CAST and have GPAs above 2.7.</p> | <p>Some Progress</p> | <p>Awaiting final results for the spring 2024 assessments.</p> |

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| <p>1.16: 80% or more of students will "Meet" or "Exceed" the standard on the CA standardized tests for Social Science in 8th and in the content specific courses in high school; the overall GPA average by grade level for students in Social Science is 2.5. (Other Pupil Outcomes)</p> | <p>8- Academic Growth</p> | <p>Original: SOCIAL SCIENCE: 50% for the Middle School and 70% for the Upper School pass the SBAC and have GPAs above 2.5. Revised: Average Social Studies/History GPAs above 2.7</p> | | <p>Awaiting final results for the spring 2024 assessments.</p> |
| <p>1.17: Students will meet various goals for physical education through their Health and Wellness courses in both the Middle School and Upper School such as: 100% of students will enroll in and pass their required Health and Wellness course; 95% or more will take their grade level respective Physical Fitness Test; 90% or more of students will pass their corresponding CA Physical Fitness Exam. (Other Pupil Outcomes)</p> | <p>8- Academic Growth</p> | <p>PHYSICAL FITNESS: 90% or more will pass the annual Physical Fitness Test and have GPAs above 2.5.</p> | | <p>Awaiting final results for the spring 2024 assessments.</p> |
| <p>1.18 100% of students will take Visual Art courses in both the Middle School and Upper School; every student will meet criteria for their work to be shown or displayed within the classroom or in public spaces such as the hallways or office.</p> | <p>7- Course Access</p> | | <p>Little to No Progress</p> | <p>Students took visual arts in both divisions of the school and some work was shown in the hallways but not consistently in both divisions.</p> |

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| <p>1.19: Develop and adopt a plan for expanding Career Technical Education (CTE) opportunities with 100% of students having options to take courses aligned to CTE standards. (Other Pupil Outcomes)</p> | <p>7- Course Access</p> | <p>Original: 10% or more will be enrolled in CTE designated courses Revised: 30%</p> | <p>Little to No Progress</p> | <p>Working through options for expanded CTE courses to start in 2025-26.</p> |
| <p>1.19: Develop and adopt a plan for expanding Career Technical Education (CTE) opportunities with 100% of students having options to take courses aligned to CTE standards. (Other Pupil Outcomes)</p> | <p>4- College and Career Readiness</p> | <p>5% of CTE participants in an academic year reach CTE completer status</p> | <p>Little to No Progress</p> | <p>Working through options for expanded CTE courses to start in 2025-26.</p> |
| <p>2.1: By the 2023 CA Dashboard, all students will annually perform at a graduation rate of 95.0% or greater to maintain the very high performance level and color rating of blue, as reflected on the graduation rate indicator. (Pupil Achievement)</p> | <p>4- College and Career Readiness</p> | <p>Original: 95% or higher Revised: 4-year graduation rate: 95% 5-year graduation rate: 98%</p> | <p>Some Progress</p> | <p>90.9% graduation rate and a color rating of Green.</p> |
| <p>2.2: By the 2023 CA Dashboard, all students will annually increase their college preparedness rate by 3.0% to achieve the very high performance level of 70.0% or greater identified as "prepared" and color rating of blue as reflected on the College and Career Readiness Indicator.</p> | <p>4- College and Career Readiness</p> | <p>70%</p> | <p>Some Progress</p> | <p>54.7% prepared. 35.8% approaching prepared. 2022-23 is the first year the college preparedness rates returned on the Dashboard after the pandemic and closure year.</p> |

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| <p>2.3 To reclassify the majority of ELs by the end of their 8th grade year and meet annual reclassification goals towards the larger reclassification goal.</p> | <p>2- Academic Standards</p> | <p>Original: 80% reclassification rate by 8th grade 20% annual reclassification rate (all grades)</p> <p>Revised: 65% of ELs reclassified by 8th grade. 20% annual reclassification rate (all grades)</p> | <p>Some Progress</p> | <p>33% of the current 8th grade (2023-24) reclassified. There are 32 remaining 8th graders classified as ELs (with 16 have reclassified). Additional ELPAC results will occur in May 2024 which could result in additional reclassifications.</p> |
| <p>2.4: 95% or more of students taking the Early Assessment Program (EAP) exam and 75% or more of students scoring at or above the passing mark for the English and math portions of the exam. (Pupil Achievement)</p> | <p>4- College and Career Readiness</p> | <p>Math EAP: 30%</p> <p>ELA EAP: 70%</p> | <p>Some Progress</p> | <p>We have met participation rate goals. Scores dropped in 2021 and rose considerably in 2022, though not back to pre-pandemic levels. In ELA we are close to the 75% goal, in math we are far from it (and were never close to this number even pre-pandemic).</p> |
| <p>2.5: 55% or more of students taking the AP Exam pass them with scores of 3 or higher. (Pupil Achievement)</p> | <p>4- College and Career Readiness</p> | <p>Original: AP Pass rate: 80%</p> <p>Revised: AP pass rate: 30%</p> | <p>Material Progress</p> | <p>42% of students passed their AP exams with a score of 3 or higher in 2022-23.</p> |
| <p>2.6: 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 UC/CSU required entrance requirements) through offering a viable but varied set of differentiated courses. (Course Access)</p> | <p>7- Course Access</p> | <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.</p> | <p>Material Progress</p> | <p>CSU eligible 84/85 (98%) UC eligible 49/85 (57%) (2023-24)</p> |

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| <p>3.1: By the 2023 CA Dashboard, suspension rates of African American, Latino and SPED students will decrease at an annual rate of 5.7%, 1.9% and 4.55% respectively to achieve a blue level. (School Climate)</p> | <p>6- School Climate</p> | <p>< 5% (overall and in both divisions)</p> | <p>Some Progress</p> | <p>African American suspension rates decreased by 1.5% (orange), Latino (Hispanic) suspension rates increased by 3.4% (red), and SWD suspension rates increased by 9.2% (red).</p> |
| <p>3.2: By the 2023 CA Dashboard, chronic absenteeism for Black/African American students will decrease annually by 5% to achieve a green level. Latino students will decrease annually by 1.5% to achieve a green level. (Pupil Engagement)</p> | <p>5- Student Engagement</p> | <p>15.50%</p> | <p>Material Progress</p> | <p>African American chronic absenteeism rates decreased by 36.8% (orange), Latino (Hispanic) suspension rates decreased by 42.8% (yellow), and SWD suspension rates decreased by 34%% (orange).</p> |
| <p>3.3: Maintain an ADA of 96% or higher. (Pupil Engagement)</p> | <p>5- Student Engagement</p> | <p>97% ADA</p> | <p>Material Progress</p> | <p>ADA of 94.15 as of 4/12/24.</p> |

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| <p>3.4: Expand site-based SARB process to include additional community members to provide support to students struggling with attendance. This can include advisors, core-day teachers, or other staff members. (Pupil Engagement)</p> | <p>5- Student Engagement</p> | | <p>Material Progress</p> | <p>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.</p> |
| <p>3.5: Implement a number of social-emotional, Advisory, and classroom based strategies, and faculty/staff trainings that can contribute to possibly curtailing and limiting the number of SUSPENSIONS. (School Climate)</p> | <p>5- Student Engagement</p> | | <p>Some Progress</p> | <p>The Student Support Team, with support from the social worker, have significantly increased the number of restorative conversations among students. There has been inconsistent use of the Nearpod SEL curricular tool to deliver lessons for students. These uneven and inconsistent efforts are making some impact but the overall suspension rates, while trending lower than last year, are still pretty high. There has been substantive progress but there is still a way to go to achieve more material progress.</p> |
| <p>3.6: Implement a number of social-emotional, Advisory, and classroom based strategies, and faculty/staff trainings that can contribute to possibly curtailing and limiting the number of expulsions. (School Climate)</p> | <p>5- Student Engagement</p> | | <p>Some Progress</p> | <p>Similar to above statement on suspensions. The increase in the number of students participating in clubs in the middle and upper school divisions has contributed to more opportunities for students to engage in meaningful activities. And, there is still lots of progress to be made to help avoid expulsions. Through April 2024 we have expelled 2 students.</p> |

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| <p>3.7: Measure student and parent responses with respect to safety and connectedness with a goal of 80% or more of our students and parents feeling that MWA is safe, that they feel a strong connection to the mission, and that they feel seen and heard.(School Climate)</p> | <p>6- School Climate</p> | <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.</p> | <p>Material Progress</p> | <p>[Survey participation level: US (54%) MS (56%)] Parents (88.9%) indicated that they feel the school is safe on the School Climate Survey. US (43%) & MS (52%) students Parent average over all grades (17.6%) indicate that there is a sense of connectedness on the MWA campus. 89% of parents agree/strongly agree that MWA is responsive to concerns and questions. 87% of parents feel satisfied with opportunities for parent participation and input at Making Waves Academy. Met the goal but a little more than half of the community participated in the survey.</p> |
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