

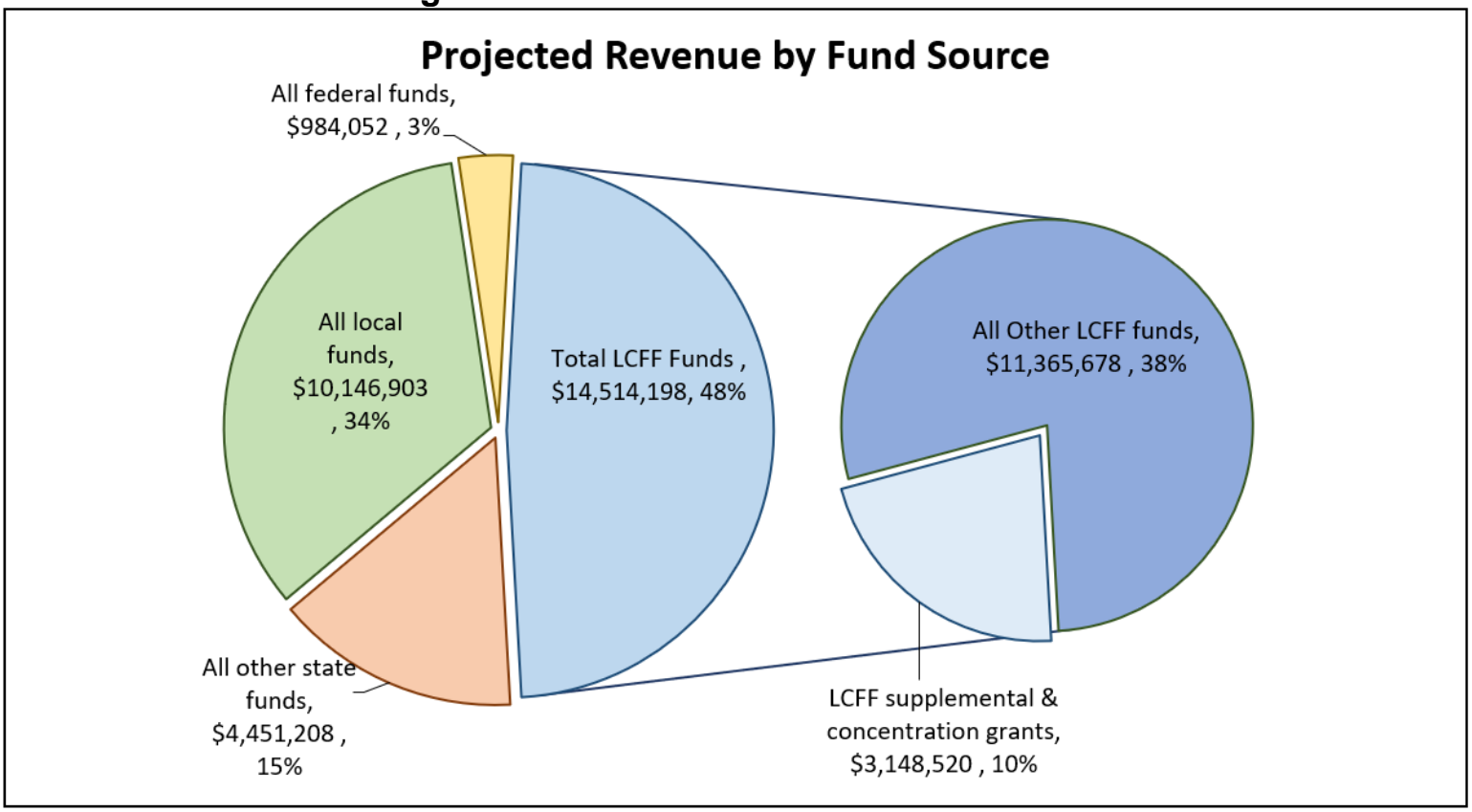
Learn. Graduate. Give Back.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Contra Costa County Office of Education
CDS Code: 07100740114470
School Year: 2026-27
LEA contact information:
Alton B. Nelson, Jr.
Chief Executive Officer
anelson@mwacademy.org
510-262-1511

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

Budget Overview for the 2026-27 School Year

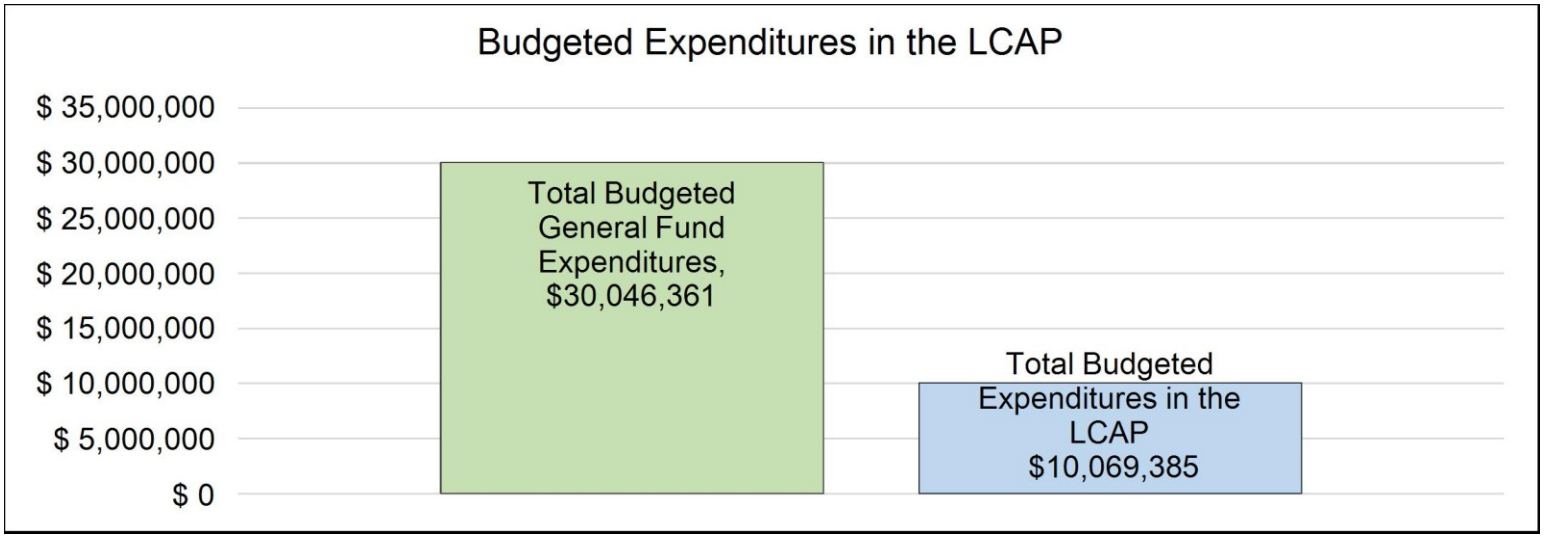


This chart shows the total general purpose revenue Contra Costa County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Contra Costa County Office of Education is $30,096,361, of which $14514198 is Local Control Funding Formula (LCFF), $4451208 is other state funds, $10146903 is local funds, and $984052 is federal funds. Of the $14514198 in LCFF Funds, $3148520 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Contra Costa County Office of Education plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Contra Costa County Office of Education plans to spend $30046361 for the 2026-27 school year. Of that amount, $$10,069,385.00 is tied to actions/services in the LCAP and $19,976,976 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

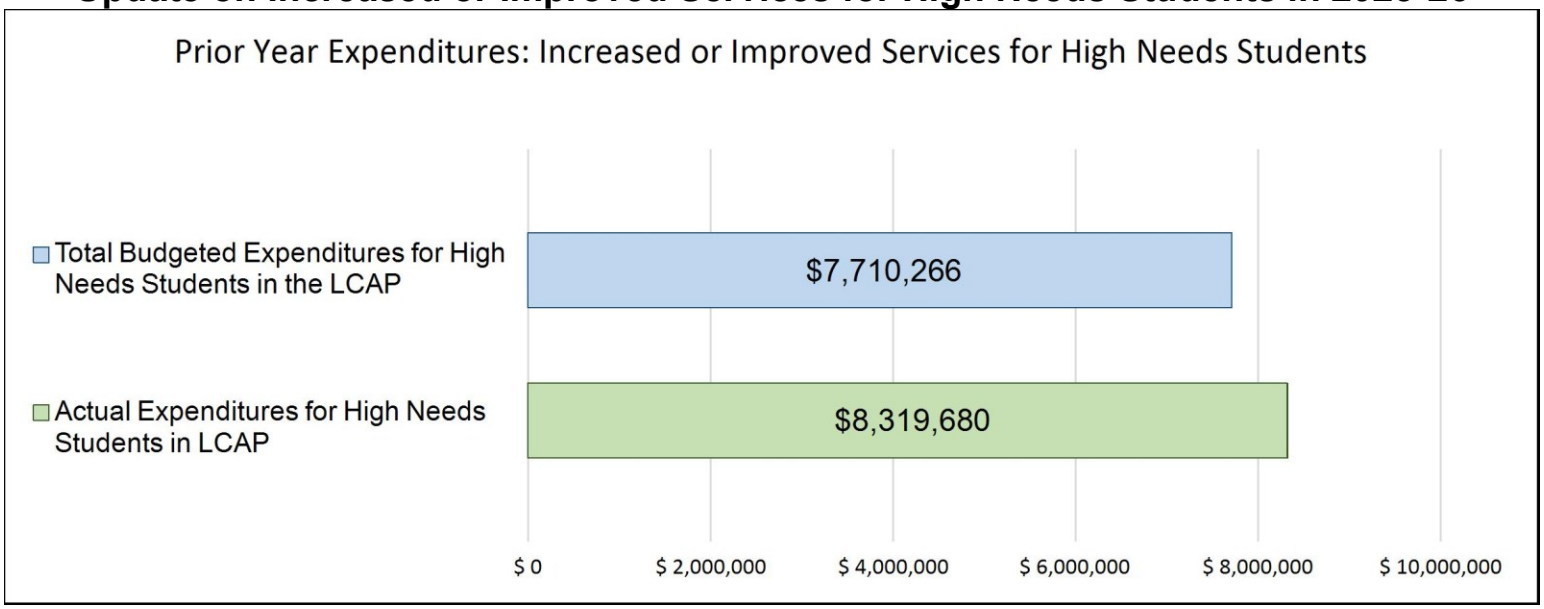
For the 2026-27 school year, 66% ($19,949,458) of MWA's budget came from federal funds, LCFF funds, and other state funds. 34% ($10,146,903) of MWA's budget came from public funds (philanthropic funds).

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Contra Costa County Office of Education is projecting it will receive $3148520 based on the enrollment of Foster Youth, English learner, and low-income students. Contra Costa County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Contra Costa County Office of Education plans to spend $$7,874,101.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Contra Costa County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Contra Costa County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Contra Costa County Office of Education's LCAP budgeted $$7,710,266.00 for planned actions to increase or improve services for high needs students. Contra Costa County Office of Education actually spent $$8,319,680 for actions to increase or improve services for high needs students in 2025-26.



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Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Contra Costa County Office of Education	Alton B. Nelson, Jr. Chief Executive Officer	anelson@mwacademy.org 510-262-1511

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

Our aim is for all of our students ("Wave-Makers") to earn their high school diplomas and be eligible for college admission. While MWA celebrates the multiple college and career pathways our Wave-Makers embark upon, historically, 90% or more gain admission to college (around 70% or so enroll in four-year colleges and about 20%-25% enroll in community colleges). Our high school graduation requirements are aligned with California's "a-g" required courses for college admissions criteria.

To this end, we provide students and families with access to a variety of academic and holistic support services that include:

- Art and athletics
- Parent education opportunities
- Social-emotional education and support
- College and career counseling

The student demographics of MWA include:

- A majority of students from socioeconomically disadvantaged households
- Students who qualify for Free and Reduced Priced Meals (FRPM)
- A majority “students of color”
- A high percentage of incoming English Learners
- A small but material percentage of students with disabilities and learning differences

MWA received its six year Western Association of Schools and Colleges (WASC) accreditation renewal beginning in fall of 2020, and successfully completed its mid-cycle visit review in March 2023. Our primary goals for serving our students are formed through the WASC process and approved by the MWA Board. Per our approved WASC Action Plan we merged our LCAP and WASC school-wide goals.

Our WASC/LCAP goals are as follows:

- Develop and refine vertically aligned programs to support all learners.
- Refine holistic support for college and career readiness that builds all students capacity for graduation and success beyond high school.
- Create a safe, inclusive and high performing environment for all students and adults that are informed through the lens of diversity, equity and inclusion.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The 2025-26 school year has been one of the strongest and smoothest starts in recent memory, defined by a sense of purpose, momentum, and joy across the campus. While some specialized roles like Upper School math and Special Education remained difficult to fill, strategic leadership changes and structural shifts led to a remarkable 24% increase in teacher retention, reducing overall vacancies from over 12 down to just two general education positions at the start of the year. The result of our focus on community culture, professional development, and internal systems has been improved performance in key indicators alongside a renewed vote of confidence from our community. Successes include a dramatic decline in overall suspensions—dropping to 1.30% compared to over 14% two years ago in the first semester—and a unanimous five-year charter renewal that reflects strong support from our authorizer and families. Challenges include remaining in Differentiated Assistance for Long-Term English Learner progress and the ongoing need for greater instructional consistency, particularly for newer teachers.

On the CA State Dashboard, we successfully exited Differentiated Assistance for all previous indicators but remain in the red for Long-Term English Learner Progress. Our efforts to improve English Learner achievement this year now include the EL Coordinator in the Differentiated Assistance process to pilot data-driven change actions. Suspension rates continue to decline significantly year-over-year, reflecting sustained progress in behavior supports; notably, African American students and Long-Term English Learners have maintained zero suspensions year-to-date (April, 2026). We also achieved a high student retention rate of 96.3% and saw a 5.1% increase in enrollment applications, the first such growth since 2019.

Through proactive measures such as restorative practices and the use of intervention for discretionary offenses, we are seeing meaningful improvements in school culture and student behavior. This year, we started the school year with a Director of Student Support Services, Director of Special Education and an English Learner Development Coordinator to provide the specialized leadership needed for these systems and populations. We continue to work on the creation of a comprehensive Multi-Tiered Systems of Support (MTSS) model and our most recent survey indicates that 93% of eligible staff are committed to returning next year, providing the stable foundation necessary to support our "Wave-Makers".

Instructionally, we have benefited from professional development systems that include coaching cycles, data-driven planning, and vertical alignment. While we are working to ensure consistent expectations across all classrooms, instructional practice is steadily improving through the use of curricular tools and common routines. We completed our WASC Self-Study process as of April 2026 and have introduced a draft Strategic Plan that bridges our ambitious 10-year vision with a concrete three-year strategy for academic excellence. We expect to have our accreditation renewed but will receive confirmation at the end of June 2026.

Our LCAP and WASC goals are now perfectly synced, focusing on Support for All Learners, College and Career Readiness, and Community Engagement and Culture. This alignment has allowed us to better document and track our progress in real time as we finalize our accreditation work and prepare for our next chapter.

Learning Recovery and Emergency Block Grant (LREBG)
At the beginning of the 2025-26 school year, MWA had $1,485,063 in unexpended LREBG funds. $1,002,985 was estimated for the 2025-26 school year budget, but only $710,000 was spent. MWA has $866,335 of unexpended Learning Recovery and Emergency Block Grant (LREBG) funds left for the period ending in June 30, 2027. Of these LREBG funds, $440,891 has been budgeted for the 2026-27 school year, and the remaining $425,444 has been budgeted for the 2027-28 school year. All actions funded by LREBG funds have been listed as non-contributing actions. For 2026-27, LREBG funds can be found in the following actions:

Goal 1: Support for All Learners

Actions:
1.1: Enhancing Instructional Capacity and Professional Growth ($43,608)
1.2: Strengthening Tier 1 Instruction and Differentiation ($58,413)
1.3: Enhancing Progress Monitoring and Data Analysis ($58,413)
1.4: Improve Academic Outcomes for Special Education Students ($58,413)
1.5: Enhancing the Learning Environment for English Learners Through Staff PD ($56,706)

1.6: Language Acquisition Program ($43,608)
1.7: Academic Support ($78,907)

Allowable uses of funds identified in EC Section 32526(c)(2):
(A) Taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs.
(B)(i) Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
(B)(ii) Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.
(B)(vi) Providing professional development and coaching on the English Language Arts/English Language Development Framework or Mathematics Framework.
(E) Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.

Rationale:
(1.1 & 1.2) To ensure rigorous, standard-aligned instruction, funds support new teacher bootcamps, expanded instructional coaching across all content areas, and the purchase of research-based Social Sciences curriculum, aligning with allowable uses (B)(ii) and (B)(vi). Additionally, hiring TAs stabilizes staff-to-pupil ratios under use (A).
(1.3) Funds sustain our assessment cycles by supporting the personnel required to manage school-wide data and transition our interim assessment tools to IABs to get faster, actionable insights into student misconceptions, fulfilling allowable use (E).
(1.4) Expanding push-in services and individualized pull-out services during homeroom blocks directly supports SPED students with small-group learning under use (B)(i), a strategy that has already yielded an average growth of 1.5 grade levels in Math and English i-Ready scores.
(1.5 & 1.6) Funds cover targeted coaching for ELD teachers on curriculum orientation and ELPAC test prep under use (B)(vi). Furthermore, Teacher Assistants provide direct, small-group phonics and reading support to address reading deficits—accelerating English language and academic proficiency under uses (B)(i) and (B)(ii).
(1.7) Over 75% of ELs and SWD score in the bottom two achievement levels on state assessments. These gaps highlight the need for targeted academic interventions outside of core instructional time (like tutoring agencies and structured office hours) to address foundational skills and close equity gaps under use (B)(i).

Goal 2: College and Career Readiness
Actions:
2.1: Vertically Aligned Systems for Seamless College and Career Support ($28,765)
2.2: College and Career Pathway Scope and Sequence ($28,765)
2.3: Graduation Pathways ($28,765)
2.4: Postsecondary Readiness Pathways ($85,000)

Allowable uses of funds identified in EC Section 32526(c)(2):
(C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services.
(D) Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve

pupils' college eligibility.

Rationale:
(2.1 & 2.2) Funds support the alignment of SPED and student services by covering instructional coach and social worker salaries under use (C). This ensures strong meeting schedules, early college prep workshops in 11th-grade advisories, and expanded study trips for middle and high school students to improve college eligibility under use (D).
(2.3) An increase in students not meeting academic expectations by tenth grade requires heavily investing in credit recovery coursework under use (D) to ensure students stay on track for graduation.
(2.4) Black, Hispanic/Latino, EL, and SWD students face persistent achievement gaps and underrepresentation in rigorous academic programs. Expanding access to CTE pathways, apprenticeships, and university partnerships improves pupils' college eligibility under use (D) and promotes equity in high-demand fields.

Goal 3: Diversity, Equity, and Inclusion

Actions:
3.1: Student Support Services for Students that are Suspended ($166,693)
3.2: Integrated Family Engagement ($50,207)
3.3: SWD Suspension Rate Reduction ($56,207)
3.4: Increase in School Connectedness ($106,966)
3.6: 504 Coordination and Implementation ($63,549)
(Note: Action 3.5 is excluded from this list as its current LREBG expenditure is $0).

Allowable uses of funds identified in EC Section 32526(c)(2):
(C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.

Rationale:
(3.1 & 3.3) Funding our Deans, Associate Deans, and Social Worker allows us to implement restorative justice and proactive parent meetings instead of relying on exclusionary discipline. This provides direct counseling and SEL support under use (C), successfully reducing schoolwide suspensions, particularly for students with disabilities.
(3.2) Funds support workshops and expanded outreach to help families understand student data and address students' emotional needs, aligning with referrals for support for family needs under use (C).
(3.4) Campus culture initiatives (like club fairs and sports) are essential for school connectedness and addressing social-emotional well-being under use. Deans will also be attending a restorative justice academy in July 2026 to help support further implementation of restorative practices and broadening MTSS initiatives. (C). These funds allow us to take informed action to address climate survey concerns, specifically supporting our Black and African American students.
(3.6) A robust system for managing 504 plans is necessary to ensure timely accommodations. Onboarding a Program Specialist and collaborating with outside clinicians ensures that students who require robust emotional and academic support receive health/mental health

interventions effectively under use (C).

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Prior year reflections below

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The 2024-25 school year has, by far, been the best school year since coming back to school after the pandemic. While some key positions remained vacant, including some teaching positions, other positions were filled that have made a big difference, including a 2nd year engagement with a service provider that supports strengthening our instructional practices and ongoing Differentiated Assistance Program through the Santa Clara Office of Education. The result of our focus on safety, instructional practices, and parent communication has been improved overall performance in key areas along with some persistent challenges. Challenges include ongoing lower student achievement by some of our subgroups and uneven instruction as a result of teaching vacancies across the school. Successes include a reduction in overall suspensions, a focus on more positive reinforcement for students, and more targeted support for our teacher leaders.

On the CA State Dashboard, we saw overall gains in math and English but a decrease in overall English Learner gains and college readiness. Our efforts to improve English Learner achievement in 2024-25 will be hampered by the mid-year resignation of our ELD Coordinator. ELD instruction and assessment continued but with less overall leadership than last school year. Our suspension rates also increased from the previous year on the Dashboard. Overall, we are seeing a decline in suspensions, especially over the 2nd half of the year as proactive strategies implemented by the deans and social worker began to show progress. The Dashboard also showed a decrease in chronic absenteeism. I suspect that 2024-25 will continue to see this area decrease. Lastly, we also saw a decrease in the high school graduation rate. After seeing this area improve over the last couple of years, we saw the Class of 2024 have less overall success. This class lost their 9th grade year during the pandemic, a major contributing factor to the challenges this class faced.

Through proactive measures such as “check-ins”, student academic and behavior contracts, parent meetings, and strengthening relationships we are seeing less overall suspensions in 2024-25. We went into the school year with three deans and two dean assistants this year, which has allowed for increased support and better communication with students, staff, and parents. We have had to hold off on rolling out a more robust implementation of our MTSS model of support. However we continue to offer Talk Space for students needing or wanting support by a therapist and referrals to their health provider. The social worker also has done check-ins with students with 504 plans regularly, making sure they and their teachers know what the students’ accommodations are.

Instructionally, we have benefitted from having instructional coaches to support math and English instruction, devoting time observing classes and debriefing with teachers. Coaching cycles were disrupted at different times due to mid-year staff transitions, but overall, the system was implemented. The engagement with Instruction Partners for a second year has also been helpful in working with our lead teachers and content leads on leading effective PLCs. As a result, they are better able to assess instructional rigor and provide coaching to improve it. There is continued progress in delivering standards-based instruction, staying on pace with lessons and instructional planning.

Adding a position to oversee LCAP/WASC planning and progress monitoring has been a tremendous help this year in being able to better document and track our progress in real time, plan, and assess progress. In the 2nd year of combining our LCAP and WASC goals, we are seeing more places of alignment between them.

MWA has $1,634,172 of unexpended Learning Recovery and Emergency Block Grant (LREBG) funds for the period ending in June 30, 2027. Of these LREBG funds, $544,724 has been budgeted for the 2025-26 school year, $544,724 has been budgeted for the 2026-27 school year, and $544,724 has been budgeted for the 2027-28 school year. All actions funded by LREBG funds have been listed as non-contributing actions. For 2025-26, LREBG funds can be found in the following actions:

Goal 1: Support for All Learners
Action:

- 1.7: Academic Support

Allowable uses of funds identified in EC Section 32526(c)(2)

- (B)(i) Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
- (B)(ii) Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.
- (C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.
- (E) Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.

Rationale:
(1.7) Over 75% of ELs and SWD score in the bottom two achievement levels on state assessments, and ELs in the upper school have the lowest Math GPAs schoolwide. These gaps highlight the need for targeted academic interventions outside of core instructional time to address foundational skills, support grade-level mastery, and close equity gaps for historically underserved groups. Educational Partner Feedback f from students, families, and staff has consistently requested expanded academic support throughout the school year. Interest in tutoring, office hours, and additional interventions was confirmed through surveys conducted to ensure these actions respond directly to community needs.

Goal 2: College and Career Readiness
Actions:

- 2.4: Postsecondary Readiness Pathways ($109,734)

Allowable uses of funds identified in EC Section 32526(c)(2)

- (C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.
- (D) Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.

Rationale:
(2.4) Black, Hispanic/Latino, EL, and SWD students face persistent achievement gaps, lower engagement, and underrepresentation in rigorous academic and career-focused programs. There is a need to expand access to both CTE pathways and college-level coursework that aligns with students' academic and career goals. Increased access to these opportunities would support postsecondary success and promote equity in high-demand fields.

Goal 3: Diversity, Equity, and Inclusion
Actions:

- 3.5: SEL Support ($248,978)
- 3.6: 504 Coordination and Implementation ($105,463)

Allowable uses of funds identified in EC Section 32526(c)(2)

- (B)(v) Providing instruction and services consistent with the California Community Schools Partnership Act regardless of grantee status.
- (C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.
- (E) Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.

Rationale:
(3.5) SWD and Black students have the highest rates of suspension and chronic absenteeism, indicating a critical need for more proactive, culturally responsive SEL support. The school needs additional tools and strategies to help students develop self-regulation skills and re-engage with the learning environment.
(3.6) SWD consistently score in the lowest performance levels on state and internal assessments and have higher suspension and absenteeism rates than their peers. A more robust and consistent system for managing 504 plans is needed to ensure timely support and accommodations for students with disabilities. Improved oversight will also help identify students earlier and support staff in meeting their needs more effectively.

The 2022-23 school year marked MWA's second full year of in-person learning since the school closure related to the COVID pandemic. Many challenges related to student and staff-readiness for in-person learning persisted through the 2022-23 school year. Examples of challenges include: overall school safety, the social emotional well-being of students and staff, the level of rigor and engagement in the classroom, and level of connection with parents and one another. As a result, our focus going into the 2023-2024 school year has been on establishing some normalcy in our instructional practices and routines, school safety, and strengthening communication with parents.

When we look at our performance on the CA State Dashboard and when we analyze local data, we saw improvements across the board for all subgroups. While there is still work to be done, some of the consistency in practices showed up in our outcomes on the most recent CA CA State Dashboard. Successes included gains in English and math, in aggregate, over the previous year, and an increase in our high

school graduation rates. When compared to the local district, we saw the biggest improvement in chronic absenteeism, the strongest improvement in English learner progress (ELPI), one of the highest rates of preparedness on the college and career indicator, one of the strongest ELA results for Black or African American students, and one of the biggest improvements for math among our English Learners.

Two areas of challenge were our overall suspension rates as well as suspension rates for Students With Disabilities. While the data shows this as an area of concerns, a review of our suspension data shows that students were suspended for major school infractions (possession and/or distribution of drugs, possession of weapons, fighting, and discriminatory/racist language and acts). When our data was disaggregated by subgroup, we saw that Students with Disabilities were suspended at a higher rate when compared to General Education students. As a result, MWA became eligible for (and is receiving) Differentiated Assistance through the Santa Clara County Office of Education.

At the start of the year, we worked to create a plan to move towards a Multi-Tiered Systems of Support (MTSS) model. We identified the behaviors and data we would track to figure out which students to place into different levels of tiered support along with what proactive interventions and supports we could put in place to support students before their behaviors resulted in potential suspensions. We were able to hire two Deans of Restorative Practices who could help students (and staff) learn some tools to make better decisions involving conflict and have restorative conferences with anyone they harmed.

Members of the school team are attending the differentiated assistance meetings, bringing in and reviewing data, making adjustments to existing plans, and hearing about what peer schools are doing. The group that has received the lowest performance levels are our Students with Disabilities. We continue to move towards ways of bringing more of the academic interventions and supports into the core day classrooms, in addition to some pull-out services. The Principal, Dr. Jackson, continues to identify and make time in the professional development schedule for training, coaching, and discussion.

Although we saw growth, the school made significant progress by implementing standards-based instruction. This included ensuring fidelity to the curriculum, creating pacing guides, and establishing scope and sequence aligned with standards.

In combining and aligning our LCAP goals with our WASC goals, our hope is to more efficiently plan, execute, and deliver by focusing on a few big picture, school-wide goals (WASC) and intentionally aligning the eight LCAP area goals within the WASC goals. Merging these goals together has resulted in fewer but broader goals overall, but it has also created goals that are more aligned, integrated, and reflective of the deeper work we are wanting to do in order to achieve and make meaningful progress on both our LCAP and WASC goals.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

2024-2025 California Dashboard

Based on our 2024-2025 data on the California Dashboard, we were identified as needing Differentiated Assistance in the following categories:

Suspension Rate of Long-Term English Learners (LTELs): We are officially no longer in Differentiated Assistance for the suspensions of Students with Disabilities or African American students! As of late April, we have kept this number low, with a total of only six LTELs suspended.

English Learner Proficiency Indicator (ELPI): The plan to improve ELPI is twofold: strengthening instructional systems to better support language development, and increasing collaboration to ensure strong completion rates and consistent test preparation and accommodations.

To support the ELPI work, students were provided with explicit test preparation so they were familiar with ELPAC task types. The ELD Coordinator and ELD teachers collaborated to review and confirm designated supports to ensure test accessibility. Proctors were identified early and trained for consistent test administration. Completion was closely monitored through daily tracking to quickly identify and address gaps.

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Prior Year Reflections Below

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2023-24 California Dashboard

Following the release of the 2024 CA Dashboard, our areas of eligibility were updated. We successfully exited the Differentiated Assistance program for Academics for Students with Disabilities. However, based on our data at the time, we became eligible for Differentiated Assistance under two indicators for two student groups:

Chronic Absenteeism: Students with Disabilities and Black/African-American Students

Suspensions: Students with Disabilities and Black/African-American Students

As of April 2025, we observed promising trends which may result in a lower suspension rate at the end of the year. While the overall suspension rate (percentage of students suspended at least once) is tracking at or right below where we were at this time last year, the total number of suspensions is lower. This means that we are not suspending the same student multiple times. Additionally, the suspension and

chronic absenteeism rates for Black/African American students are down by about 50% when compared to last year. We are seeing a plateau in the data this month which was not the case a year ago, when we actually saw a significant spike last March.

While these numbers show positive momentum, we recognize that there is still important work ahead to ensure that every student receives the support they need to thrive. We remain committed to further reducing disparities, strengthening restorative justice practices, and building on these successes in the coming months.

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2022-23 California Dashboard

Based on MWA's 2022-2023 data on the California Dashboard, MWA was identified as a school needing Differentiated Assistance in two areas:

Suspension Rates: Students with Disabilities (SWD) were suspended at a higher rate than general education students.

Academic Performance (ELA/Math): Students with Disabilities (SWD) performed lower on state assessments than general education students.

Through the Differentiated Assistance (DA) process, and with support from the Santa Clara County Office of Education (SCCOE), MWA actively addressed these gaps by taking the following steps:

Identified institutional strengths, weaknesses, and root causes in the named areas.

Conducted a deep dive into MWA's local and state data to pinpoint the root causes of the problem.

Conducted Empathy Interviews with a small group of students and faculty in Spring 2024 to validate and/or inform changes to the identified root causes.

Formulated and conducted small action plans to test our theories on the root causes.

Formulated, implemented, and assessed strategic actions during the 2024-2025 school year.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
WASC	This year MWA engaged in our WASC self-study process. The process began in February 2023, with the WASC visit being in April 2026. The findings from this extensive needs analysis and self-study informed the creation of our new WASC and LCAP goals. We have chosen to directly align our goals between both action plans to ensure that we are providing intentional, direct, comprehensive, and aligned supports for students. Findings in this study required engagement with students, faculty, staff, parents, guardians, and whole community input. Further details on specific engagement are listed below. As the WASC pilot emphasizes engaging with educational partners in regularly scheduled groups, not all engagement opportunities can be listed. This list serves as a highlight for some of our largest and most impactful engagement efforts. However, regular engagement via discussions, surveys, direct sampling/spot testing, and data dives were occurring throughout the entire process and helped inform the action plan that is now reflected here in the new LCAP goals 1-3 (Goal 4 i dedicated to fulfilling compliance requirements that are not explicitly covered in the created WASC actions and may vary year-by-year due to information on the state dashboard).

Educational Partner(s)	Process for Engagement
Students	LCAP AG 3 Student members participated in the LCAP Advisory Group. Before each meeting, students reviewed LCAP slides and created questions to begin the meeting with. Students were required to attend a minimum of 3 meetings each. ASB The student government met with school leadership multiple times during the year to share their input and insight on school initiatives. The upper school ASB presented at every MWA board meeting, and the middle school ASB presented at the January and May board meetings where they shared successes, challenges, priorities, and engage in active discussion with the board to ensure that student voice was being centered in school-wide decisions towards our LCAP goals. US ASB engaged in exploring the climate survey data along with the data team to help provide insights on student responses. Both MS and US ASB met with our WASC visiting committee to discuss their experiences at MWA. Student Board Member The first ever MWA student was appointed as a board member created an event called "Waves Connect" that connected school alumni with current juniors and seniors, strengthening the connection between community members, supports all students to develop networking skills, and builds a broader understanding of opportunities post-graduation. WASC Thorough the year, students were engaged in WASC discussions relating to curriculum, learning, school culture, systems of support, college and career readiness, and more. These discussions happened in club meetings, advisory's, homerooms, study halls, and more. Students were also given several surveys to gather written responses to prompts.

Educational Partner(s)	Process for Engagement
Faculty and Staff	July 31, 2025: August PD - LCAP Introduction Faculty and staff were introduced (or reintroduced) to LCAP goals, actions, and metrics. Process, feedback, and engagement opportunities were discussed and expectations for LCAP implementation and check-in's were established along with preparation for the WASC process. Sept 12, 2025: LCAP Actions and Data Questions surrounding curriculum and instruction were posed to all faculty to gain insight on our approach to LCAP actions this year, and engage in the self-study process for WASC that re-defined our LCAP goals. WASC Thorough the year, faculty and staff were engaged in WASC discussions relating to vision, leadership, resources, professional learning, curriculum, teaching and learning, assessment, school culture, student support, and more. These discussions happened in grade-level meetings, content meetings, vertical alignment meetings, all-staff PDs, and more. Faculty and staff were also given several surveys to gather written responses to prompts. Many faculty and staff members were also key in leading discussions and creating questions to gain insight that was used to develop our goals.
LCAP Working Group Goal 1: Middle School Director Chief Executive Officer People Operations Systems and Compliance Administrator ELD Coordinator Instructional Coach Instructional Coach Instructional ELA Coach Instructional Math Coach Director of SPED Extended Day & Enrichment Coordinator Director of Data and Accountability	Sept 2, 2025: LCAP Recalibration Discussing what the LCAP WG is for, establishing meeting times, data collection expectations, and WASC/LCAP Interactions with LCAP goal owners. Sept 4, 2025: LCAP Intro Introducing and reintroducing the LCAP to the working group. This included an in-depth analysis of our LCAP goals and actions, reviewing what data we have and what we're collecting, and defining responsibilities for who is implementing what actions and how they'll be reflecting on their progress. Oct 30, 2025: Data Dive The working group analyzed metrics over multiple years, discussed

Educational Partner(s)	Process for Engagement
Goal 2: Director of College & Career Counseling Associate Director of College & Career Counseling Associate Director of Career Development and Internship Associate Director of Academic Advising Director of Data and Accountability Director of SPED Goal 3: Director of Student Support Services Associate Dean Dean of Students Dean of Students Dean of Students Dean of Students Social Worker MS Student Activities Coordinator US Student Activities Coordinator Attendance Specialist Attendance Specialist Director of SPED Director of Data and Accountability Misc. Director of Data and Accountability Chief Executive Officer Controller Compliance Manager School Data Specialist Parent Organizer Project Manager	implications and ways to use the data to inform how actions are implemented, what changes to actions we wanted to change for the WASC report, and how to communicate all of this information in the upcoming advisory group. Nov 21, 2025: LCAP Actions The working group took time to reflect on the implementation of actions so far in the school year, including: • Overall implementation, including any differences in planned actions and actual implementation. "Did we do it?" • Successes • Challenges • How challenges will be addressed • Effectiveness "Did it move outcomes?" • A description of the effectiveness or ineffectiveness in making progress toward the goal. "What outcomes/metrics did it move?" • How feedback has been incorporated "How did students/parents/guardians/teachers influence implementation?" • Links to evidence/resources Jan 12, 2026: Mid-Year Update Working group reflected on work from the fall semester, decided how to approach actions for the spring semester, and decided what actions they would like to see in the WASC action plan. Final edits were made for the Mid-Year Update. Feb 4, 2026: Expenditures Working group determined what resources contribute towards implementing each action annually. This includes personnel, tech, curriculum, student supports, and other materials. May 19, 2026: Local Indicators Working group reflected on state priorities aligned with each goal using the state provided self-reflection tools. Results of this self-reflection will be presented in the June 15, 2026 regular board meeting.

Educational Partner(s)	Process for Engagement
LCAP Advisory Group Parents/Guardians Parents of students with disabilities Students	Sep 25, 2025 at 6:30 pm: Introduction 15 total attendees. 7 staff + 2 students + 6 parents/guardians (2 representatives from each goal were present) Advisory group was introduced, or reintroduced, to the LCAP goals, actions, metrics, and expenditures. Expectations for the year were set, introductions to student members were made, and commitment forms were shared. The meeting began with students asking questions. Nov 13, 2025 at 6:30 pm: Data Sharing 16 total attendees 7 staff + 3 students + 6 parents/guardians (There was a PLT meeting at the same time) At the advisory group's request, this meeting focused on data. Metrics relating to each LCAP goal were reviewed and discussed. The meeting began with students asking questions. Feb 12, 2026 at 6:30 pm: Mid-Year Update 10 total attendees 7 staff + 2 students + 1 parent/guardian The mid-year update, previously shared at the Jan 26, 2026 board meeting, was presented and discussed in a format that allowed open questions and discussion. May 28, 2026 at 6:30pm: Annual Update 11 total attendees 7 staff + 4 parent/guardian MWA staff shared end-of year reflections and the group discussed changes to the LCAP actions for next year based on the WASC self-study. Changes to the structure/approach for the 2026-27 LCAP Advisory Group were discussed as well. Next year the LCAP AG will host 3 in-person sessions, each focused entirely on a single LCAP goal. There will be a joint LCPA ELAC meeting focused on Goal 4.
ELAC Parents/Guardians Parents of English Learners	May 19, 2026 at 6:00pm ELAC group explored what the LCAP is, recieved handouts with a quick into to each of the goals, and reviewed how the ELAC has a heavy influence on Goal 4: Targeted Interventions, specifically with actions 4.1: Language Acquisition Program (ELs), 4.2: Language

Educational Partner(s)	Process for Engagement
	Acquisition Program (LTELs), 4.3: Academic Support (LTELs), 4.4: Student Support Services for Suspended Students (LTELs).
School Board and General Public Board Member from Making Waves Education Foundation Parent Board Member Former Parent Board Member Alum Student Board Member For more information on board meetings, agendas, and minutes, please visit https://app2.boardontrack.com/public/XR54pr/home	Sept 8, 2025: Teaching & Learning Centered LCAP Goal 1: Support for All Learners and Goal 2: College and Career Readiness Oct 20, 2025: Critical Learners Centered LCAP Goal 1: Support for All Learners and Goal 3: Diversity, Equity, and Inclusion Dec 15, 2025: Data and Assessment & Math Progress Centered LCAP Goal 1: Support for All Learners Jan 26, 2026: Strategic Planning & Math Progress Centered LCAP Goal 1: Support for All Learners and Goal 2: College and Career Readiness Priority 1: Teacher Annual Monitoring Outcomes(TAMO) Presentation Report detailing 2023-24 TAMO results was presented to the board and to the public. Report discussed comparative views including a Statewide View (MWA, CCCOE, Contra Costa, Statewide), MWA Multiple Years (2023-24, 2022-23, 2021-22, 2020-21), and MWA by Subject (Art, Business, CTE, Computer Education, ELA, World Languages, History/Social Science, Math, Music, Other, Physical Education, Science). The board discussed scheduling for next year's meetings, received a copy of The Brown Act, and received an update from the student representative on selecting next year's student board member. Board member Serrano also shared progress on an alumni engagement project and observed that rising students are enthusiastic about AP courses. Board member Romero noted that discussions regarding the culture and climate committee and student/staff surveys were underway. Mid-Year Update 2025-26 LCAP Mid-Year Update Report was presented to the board and to the public. This included:

Educational Partner(s)	Process for Engagement
	• Mid-year Budget Overview for Parents reviewing LCFF General Fund, LCFF Supplemental & Concentration Grants, Total LCFF Funds, LREBG Funds, All Other State Funds, All Local Funds, All Federal Funds, Total Projected Revenue, and Total Budgeted General Funds Expenditures. LCAP Expenditures were also broken down by LCAP goal. • Goal Action Implementation and Expenditure Updates reviewing actions by Implementation Level (Not Effective, Partially Effective, Effective), detailed Progress to Goals, How Feedback was Incorporated, Total Funds Budgeted, and Mid-Year Expenditures. • Goal Metric Outcome Updates that included a significant shift in how LCAP metrics are recorded, presented, and analyzed. At the Board's request, the data was restructured so that each column reflects all metrics for a single school year, allowing for clearer longitudinal analysis. Metrics continued to be disaggregated by student subgroups (Overall, SWD, EL, Foster Youth, Socioeconomically Disadvantaged). Discussion focused on alignment with the strategic plan, student outcomes, and equity for high-need groups. Board members appreciated the updated metrics and integration of the LCAP with the WASC goals and strategic plan, noted areas needing more attention and suggested additional focus on English learners, students with disabilities, and multilingual recognition. They also acknowledging the limitations of mid-year data and shared ideas for alternative 3-year goals for LCAP metrics. March 9, 2026: SEL & Student Support Centered LCAP Goal 3: Diversity, Equity, and Inclusion May 7, 2026: Student Academic Outcomes Centered LCAP Goal 1: Support for All Learners Public Hearing In the public hearing for the LCAP, the board provided feedback on improving clarity, such as noting philanthropic funds in the budget overview and using plainer language for terms like "success audits." They also flagged issues with tracking teacher retention and

Educational Partner(s)	Process for Engagement
	satisfaction metrics and a scheduling conflict affecting sophomore CTE capstone credits. Finally, the Board requested that the final summary explicitly highlight the specific student subgroups facing challenging outcomes. June 12, 2026: Letter from superintendent Letter from superintendent was shared via ParentSquare, which parents, guardians, students, and staff have access to, detailing changes that were made to the LCAP based on community feedback and the WASC process. June 15, 2026: College and Career Centered LCAP Goal 2: College and Career Readiness Vote to Approve MWA board unanimously voted to approve the 2026-27 LCAP. (Pending updates to the Engaging Educational Partners section here for items that happened after June 1.) Local Indicators The board reviewed local indicators showing strong performance in basic services, high A–G completion and college readiness, and overall positive school climate, while noting continued work needed in parent engagement and targeted support for English learners. Budget approved MWA's 2026-27 budget was approved after the LCAP was approved.
MWA Board CIRAC/WASC Committee	October 15, 2025: Fall Meeting Progress with WASC engagement and self-study findings were shared. Feedback loops were discussed along with evidence collection practices, work on data analysis, and progress to goals set in the last WASC cycle. These findings directly impacted the creation of WASC/LCAP goals.

Educational Partner(s)	Process for Engagement
	April 3, 2026: Spring Meeting Final report and action plan were shared, along with the schedule and plans for engagement during the WASC visit. These impacted/created the new WASC/LCAP goals.
SELPA	April 22, 2026: SELPA Consultation Representatives from each goal group in the LCAP WG met with a representative from SELPA to discuss how LCAP actions were implemented this year and shared our WASC goals and actions for next year.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

2025-26

MWA went through our WASC self-study process this year where we conducted an intensive self-study where we engaged our students, teachers, families, staff, and wider community about the best ways we can best support our students. Our subsequent WASC action plan is now mirrored in MWA's new LCAP. Goals 1-3 are direct mirrors to the WASC report and Goal 4 is heavily influenced by the ELAC group. For more information on education partner feedback and its influence on our new WASC/LCAP goals, please go read MWA's 2026-2033 WASC report.

When preparing for the mid-year and the annual update, the LCAP Working Group is asked to reflect on how education partners worked together on each action. Here is what they have to share from the 2025-26 school year:

Action 1.1: Enhancing Instructional Capacity and Professional Growth
Education partner feedback is intentionally embedded into professional development planning. Teacher input from surveys, coaching conversations, and vertical alignment meetings (Grades 5–12) directly informs Friday PD sessions. In response to teacher requests for increased coaching and parent desires for improved student grades, the school has focused on engaging instruction that prepares students for college.

Action 1.2: Strengthening Tier 1 Instruction and Differentiation
Feedback from biannual teacher surveys indicated a clear understanding of the coaching vision but revealed a need to shift focus from classroom management to instructional rigor. To address feedback regarding coaching consistency, the school is adjusting assignments and frequency for the 2026-27 year. Additionally, the school has refined lesson planning expectations and moved toward a standards-driven curriculum to ensure coherence across all subjects.

Action 1.3: Enhancing Progress Monitoring and Data Analysis
Feedback from the Assessment Working Group and staff surveys led to the launch of the Tableau data hub and improved protocols for assessment turnaround. To address the learning curve associated with i-Ready and ICAs, the school provided targeted PD on data literacy.

Furthermore, stakeholder input directly influenced the decision to implement AI hand-scoring and transition from ICAs to IABs next year to reduce the grading burden on staff.

Action 1.4: Improve Academic Outcomes for Special Education Students
Through department meetings and coaching sessions, the SPED team incorporated feedback to refine pull-out services and implement targeted interventions in Middle School. In response to the need for consistent support, a dedicated agenda was created for the Upper School SAI block. The team also transitioned the Middle School schedule to a full-inclusion push-in model based on internal feedback and compliance reviews.

Action 1.5: Enhancing the Learning Environment for English Learners Through Staff PD
Feedback from ELD teachers, gathered through fall experience surveys, resulted in professional development that is more closely aligned with their daily instructional responsibilities. These insights shaped the focus of PD sessions and administrative check-ins to ensure they meet the specific needs of the ELD classroom environment.

Action 1.6: Language Acquisition Program
Upper School ELD teachers identified a need for greater curriculum rigor. In response, the school introduced supplemental materials, including writing intervention practice, ELPAC test prep, and targeted literacy support through IXL. These adjustments specifically address challenges expressed by 10th–12th grade teachers regarding the use of English 3D.

Action 1.7: Academic Support
The school restructured the Instructional Aide Comprehensive Student Data Tracker to provide the real-time monitoring requested by educators. Parent feedback from surveys and conferences has also been utilized to improve how academic expectations are communicated. Future feedback will be gathered through new digital tools and focus groups to identify remaining academic gaps and refine the impact of support teams.

Metric 1.19: Teacher Retention
MWA's board advocated for a teacher retention metric after findings in the WASC self-study and in response to trends that they see from a high level.

Action 2.1: Vertically Aligned Systems for Seamless College and Career Support
Internal feedback highlighted that student well-being is best supported through seamless inter-departmental communication. Departments have expressed the need for stronger vertical alignment to ensure that critical student data is shared effectively, acknowledging that college and career readiness requires a connected approach across all staff teams.

Action 2.2: College and Career Pathway Scope and Sequence
Staff feedback regarding desired course representation has been used to structure the master schedule and ensure alignment with UCOP requirements. The school continues to incorporate ongoing feedback through LCAP "loops" and WASC working groups to refine pathway offerings.

Action 2.3: Graduation Pathways
Real-time feedback from parents and students during graduation meetings has informed how information is disseminated. Student and staff surveys have further driven the approach to ensure the graduation pathway process is student-centered and addresses the specific components requested by families.

Action 2.4: Postsecondary Readiness Pathways
Post-pilot surveys from students and staff involved in the 8th and 11th-grade trials influenced adjustments for next year, specifically the need for "turnkey" curriculum and content. In response to this feedback, the school will extend the pilot duration to allow for deeper engagement and provide recurring touchpoints to support staff in internalizing the content.

Action 3.1: Student Support Services for Students that are Suspended
The Student Support Services Department (SSSD) utilizes weekly data reviews and feedback from families and staff to plan interventions. This process has led to improved communication with parents, specifically providing updates on student progress once an Other Means of Correction (OMC) is completed.

Action 3.2: Integrated Family Engagement
Direct input from parents during ELAC meetings has shaped the engagement agenda. In response to specific requests for support in mathematics and social-emotional health, the school coordinated with instructional coaches and the SSSD to develop presentations on helping students with math and behavioral support at home.

Action 3.3: SWD Suspension Rate Reduction
Positive verbal feedback from staff and families regarding the implementation of restorative projects over traditional suspensions has reinforced this approach. Partners noted that these projects allow students to remain in school for instruction while gaining a perspective on how to restore harm.

Action 3.4: Increase in School Connectedness
The school utilized Student Culture and Climate Survey results to drive staff professional development in March. Based on feedback from these sessions and increased student participation in activities, the school held "Strong Start" PD sessions to build staff capacity in fostering healthy campus relationships.

Action 3.5: SEL Support
Feedback gathered through WASC and LCAP stakeholder groups led to increased collaboration between the counseling team and deans. This includes the implementation of risk assessment protocols and the sharing of existing resources to better support students in crisis.

Action 3.6: 504 Coordination and Implementation
In response to teacher feedback regarding student dysregulation, the team is creating a system to support classroom observations and escalation management. Communication has been streamlined to ensure general education teachers receive updated 504 plans and accommodation guidance immediately following meetings.

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Prior Year Reflections Below

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2024-25

LCAP Goal Groups

MWA has an internal LCAP Working Group (LCAP WG) made up of various school leaders and personnel. This group is broken into 3 sub-groups, or “Goal Groups,” that each are centered around one of our LCAP goals. These groups are made up of school staff that directly implement our LCAP actions. Each group has a “Goal Owner” leads their team, ensures LCAP Actions are implemented and monitored, and is the direct point of contact for their goal. The other members of these goal groups are “Goal Helpers.”

Goal 1: Support for all Learners
Goal Owner: Principal
Goal Helpers:

- Assistant Principals
- Instructional Coaches
- ELD Coordinator (position became vacant mid-year)
- SPED Director (position has been filled by an off-site staff member this year)

Goal 2: College and Career Readiness
Goal Owner: Director of College and Career Counseling
Goal Helpers:

- Associate Director of College and Career Counseling
- Associate Director of Academic Advising
- College and Career Counseling Coordinator
- Student Activities Coordinators
- SPED Director (position has been filled by an off-site staff member this year)

Goal 3: Diversity, Equity, and Inclusion
Goal Owner: CEO (Superintendent)
Goal Helpers:

- Deans
- Social Worker
- SPED Director (position has been filled by an off-site staff member this year)

These groups meet separately to compile their metrics (with the help of the school's data and compliance team), update their actions, and reflect on their goals as a whole. These groups then meet together to share updates, work on the LCAP together, and collaborate on decisions that have to do with the LCAP.

Some of the decisions that these groups have collaborated on this year are:

- Which subgroups to disaggregate our metrics by
- How to engage students in our LCAP AG
- Brainstorming and drafting new actions (Actions 1.7, 2.4, 2.5, 2.6, 3.5, and 3.6)
- Planning expenditures
- Mid-Year and Annual Update preparations
- Engaging community, faculty, staff, and students on LCAP goals
- Implementing LCAP actions
- Presenting LCAP updates to the LCAP Advisory Group (LCAP AG)

LCAP Advisory Group (LCAP AG)

Our LCAP Advisory Group (LCAP AG) meets four times a year to provide feedback on the implementation of our LCAP actions, collaborate on metric reflections, and engage in open, inclusive dialogue about our progress. This year, our official LCAP Student Council from last year has been integrated into the LCAP AG, allowing student voices to be fully embedded in the LCAP process alongside those of parents, faculty, staff, and school leaders.

One significant change we've made is the addition of student-led questions at the start of each meeting. We begin with three questions, one for each LCAP goal, and invite students to share their thoughts without interruption. The group then reflects on the ideas shared, grounding our conversations in student perspectives.

We've also added a structured role for each LCAP Goal Group in every meeting. Each meeting includes two representatives per goal: the Goal Owner, who attends regularly, and a Goal Helper, who supports the discussion, engages directly with education partners, and takes detailed notes. This ensures that feedback from each meeting is captured by someone actively involved in implementing the work and can be brought back into the LCAP Working Group (WG) for further action and reflection.

Our LCAP AG includes 19 parents and 8 students, with school leaders present at every meeting. All faculty and staff are also invited to attend.

All LCAP AG members filled out a Commitment Form at the beginning of the school year that commits them to the group for the whole year (each member is permitted 2 absences), openly sharing their thoughts, and thinking about the community as a whole, rather than individual students, during our discussions

At the close of each session, we share a feedback survey to gather additional input, hear suggestions for future meetings, and collect student questions to guide upcoming meetings.

This year, LCAP AG meetings have focused on:

- Orientation to the LCAP
- Incorporated feedback
- Disaggregated metrics
- New LCAP Actions

SELPA Consultation

During our SELPA consultation this year, we invited out SELPA representative to come on-site and tour our school so that he could have a first-hand look at how we serve our students and ground the conversation in the MWA community before we began discussing the LCAP. This information was taken and applied to the changes made in the following actions: 1.3, 1.5, 1.6, and the creation of actions 1.7, 2.4, 2.5, and 3.6..

For more information our SELPA consultation, please see the “March 21, 2025 SELPA Consultation and Tour” entry above.

English Learner Advisory Committee (ELAC) Feedback
Upcoming.

New and Updated LCAP Actions
The following actions have been updated and created this year in direct response to feedback from educational partners:

Action 1.7: Academic Support
During the course of the year, students, faculty, staff, and parents advocated for increased access to academic support, including tutoring services. This action was developed based on trends in our Needs Assessment and education partner feedback across multiple engagement spaces.

Action 2.4: Career Technical Education (CTE) Pathway
Students expressed a desire for more hands-on, career-connected learning experiences. Education partners also emphasized the importance of building more pathways to postsecondary success beyond college. In response, this action focuses on building out our CTE programming, beginning with formal course development and scheduling.

Action 2.5: Concurrent Enrollment Programming
High school students and families shared interest in accessing college-level coursework that would allow students to earn college credit while still in high school. This action outlines the formal infrastructure needed to launch and support concurrent enrollment opportunities for our students.

Action 2.6: Integrating Systems
School leaders and staff emphasized the importance of streamlining our college and career readiness systems to ensure students have a cohesive experience from academic advising to college applications. This action addresses system-level coordination and integration across departments that support LCAP Goal 2.

Action 3.5: Social-Emotional Learning (SEL) Support
Students and families consistently highlighted the need for stronger emotional and mental health support. Faculty and staff also reflected on the need for more structured SEL programming. This action focuses on building a more robust SEL infrastructure across grade levels.

Action 3.6: 504 Coordination and Implementation
As part of our commitment to equity, families and staff raised the need for clearer systems of support for students with 504 plans. This action formalizes coordination, implementation, and tracking systems to ensure 504 plans are developed and executed with fidelity.

Feedback and Actions Taken

Feedback from various sources (LCAP AG, ELAC, Parent Talks, student discussions with the principal, student presentations at board meetings, faculty/staff feedback, etc.) has been collected throughout the year and implemented in the schools approach to our goals in the following ways:

Goal 1: Support for all Learners

Teacher Support
Feedback: Students need more help, especially in science; concerns about assignment rigor and classroom clarity.
Action Taken: PD on standards, differentiated instruction, and data analysis; Monthly classroom visits and teacher-coach collaboration.

Supporting ELs & SWD
Feedback: Need more support for ELs and students with disabilities, especially in reading and math.
Action Taken: PD on language acquisition and Special Ed accommodations; Strengthening Language Acquisition Program and Special Education collaboration.

Data-Driven Instruction
Feedback: Need clearer progress monitoring for students.
Action Taken: Teachers analyze data to adjust instruction; Students and teachers set goals for continuous improvement.

Goal 2: College and Career Readiness
Partnerships & Early Exposure
Feedback: Increase opportunities for early college and career exposure for MS and 9th-10th grade students.
Action Taken: Held College and Career Week for 9th-12th graders;

Partnered with MWEF and engaged senior English classes to improve postsecondary readiness.

College Readiness Systems
Feedback: Improve support systems for college and career transitions.
Action Taken: In partnership with MWEF, we developed a Scope and Sequence for academic, technical, and social-emotional skills; Provided college readiness slides for advisory and hosted Career Day.

Parent Engagement
Feedback: Parents want more collaboration with CCC.
Action Taken: Parent workshops on college and career readiness began in late October. Planning for spring 2025 workshops

Goal 3: Diversity, Equity, and Inclusion

Behavior Accountability
Feedback: Group consequences unfair; prioritize individual accountability.
Action Taken: Deans monitor high-risk areas, use vape detectors, conduct searches, and implement behavior contracts.

Restorative Practices
Feedback: Concerns about supporting students after suspensions.
Action Taken: Restorative practices introduced post-suspension with check-ins from deans, social workers, or support assistant; Re-entry meetings with parents to discuss supports for students.

Positive Reinforcement
Feedback: Group consequences unfair; Students meeting expectations feel unrecognized.
Action Taken: Deans monitor high-risk areas, use vape detectors, conduct searches, and implement behavior contracts.

Classroom Management
Feedback: Behavior management in class disrupts instruction time.
Action Taken: Deans partner with teachers to support consistent rule implementation and positive classroom culture; Cell phone policy strengthened to reduce in-class distractions and misuse.

These pieces of feedback and actions taken were shared and discussed with the LCAP AG.

Public Hearing
Following the Public Hearing at the May 5th MWA Board Meeting, several targeted updates were made to the LCAP to reflect educational partner feedback, align with best practices, and ensure clarity and consistency across the document. Key changes include:

1. Updates to Actions:
   - Action 1.1 now includes updated reflections to better capture the impact and challenges of implementation.
   - Action 3.5 was revised to:
   - Expand from a pilot to a school-wide initiative across all grade levels.
   - Remove references to a specific curriculum to allow for flexibility based on student needs.
   - Include a broader description of the research base supporting the action.

2. New and Clarified Information:
   - A new section was added to relevant actions outlining how challenges are being addressed, in alignment with updated LCAP requirements.
   - Additional details were provided for actions funded by Learning Recovery Emergency Block Grant (LREBG).

3. Financial and Funding Clarifications:
   - Expenditures that utilize LREBG funds have been adjusted to account for funding across the next 3 years.
   - LREBG-funded actions were updated to be non-contributing.

4. Metric Revisions:
   - Metric decimal points were standardized to tenths for consistency across the plan.
   - Metrics 1.7, 1.17, and 2.11 were updated to reflect current data.
   - Metrics 3.1, 3.2, and 3.3 were updated as of the end of May. Year-end numbers will be updated before final submission.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Support for All Learners Strategic Focus: Systemic Equity, Vertical Alignment, and Tier 1 Proficiency The Goal: Close the achievement gap for all students—especially English Learners and Students with Disabilities—by standardizing our best teaching methods and aligning them across all grade levels. -- This goal has been updated to reflect MWA's new WASC goals after the conclusion of our self-study and related needs assessment. For all information on the goal before it was changed, please see the description of changes below in the Goal Analysis section.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed through MWA’s WASC self-study process and ongoing LCAP reflection cycle.

Student achievement data shows increases in ELA proficiency from 39% to 47% and Math proficiency from 14% to 27% from 2019-2025. Gains for Hispanic/Latino and Socioeconomically Disadvantaged students further validate that core instructional strategies are having a positive impact. However, this same data highlights a clear and urgent need for action: Students with Disabilities (13% ELA, 4% Math proficiency) and English Learners (15% ELA proficiency) continue to perform significantly below their peers, and progress for Long-Term English Learners remains an area of identified need through Differentiated Assistance (See action 4.2 and 4.4 for more on DA). These trends were consistently reinforced through both quantitative analysis and qualitative feedback gathered during the WASC and LCAP engagement processes.

Enrollment and demographic trends further informed the development of this goal. As MWA has intentionally reduced enrollment to strengthen internal systems, the school has seen improved stability and the opportunity to refine instructional practices. At the same time, a decline in English Learner enrollment (31% to 23%) and a continued student population that is predominantly Hispanic/Latino (approximately

85%) underscore the importance of ensuring that instructional systems are intentionally designed to meet the needs of the students served. These trends point to the need for both strong Tier 1 instruction and targeted supports that are responsive to evolving student demographics.

The WASC self-study also found that while MWA has begun implementing key systems such as a Multi-Tiered System of Supports (MTSS), instructional coaching, and vertical alignment school-wide, these efforts are still in early stages and not yet consistently implemented across all classrooms. Analysis of professional development, curriculum implementation, and assessment practices showed that while there are strong structures in place—such as PLCs, data-driven instruction, and standards-aligned curriculum—there is a need to deepen instructional coherence, strengthen Tier 1 practices, and ensure consistent access to rigorous, grade-level content for all students.

In response, this goal prioritizes systemic equity, vertical alignment, and Tier 1 proficiency by focusing on strengthening core instruction, building educator capacity, and improving outcomes for critical learner groups. By aligning WASC and LCAP into a unified improvement strategy, MWA is moving from isolated areas of success to a fully aligned system where all students experience consistent, high-quality instruction and support across classrooms and grade levels, ensuring they are prepared for success in the next stage of their academic journey.

These metrics provide a comprehensive system for monitoring both the implementation and impact of Goal 1 by tracking conditions of learning, instructional quality, and student outcomes. Foundational indicators such as teacher credentialing and assignments, instructional materials, facilities (FIT), and standards implementation ensure that all students have access to high-quality, standards-aligned learning environments, directly supporting strong Tier 1 instruction. Metrics related to professional development participation, ELD PLC engagement, and coaching cycles allow the school to monitor the consistency and depth of instructional improvement efforts, ensuring that staff are building the capacity needed to meet the needs of all learners. At the student level, reclassification rates, ELPI progress, CAASPP scores, and GPA data across content areas provide both achievement and growth measures, enabling the school to track progress toward closing opportunity gaps for English Learners and Students with Disabilities. When analyzed together through regular data cycles, these metrics allow MWA to identify trends, evaluate the effectiveness of specific actions, and make timely adjustments, ensuring that this goal remains responsive, data-driven, and focused on improving outcomes for all students.

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Starting Fall 2026 the explanation of why MWA has developed this goal has changed to align with MWA's new WASC goals. To see the explanation of why MWA created the prior Goal 1: Support for All Learners, please see the description of changes below in the Goal Analysis section.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teacher credentials and assignments % of total teachers credentialed and properly assigned (LCFF Priority 1A)	58.3% (2022-23)	50.8% (2023-24)	55.2% (2024-25)	75%	- 3.1%
1.2	Instructional Materials As indicated by the CA School Dashboard's "Basics: Teachers, Instructional Materials, Facilities" Local Indicator (LCFF Priority 1B)	Instructional Materials requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	Instructional Materials requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	Instructional Materials requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	Instructional Materials requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	N/A
1.3	Facilities FIT inspection (LCFF Priority 1C)	Middle School: 95.81% (“Good”) Upper School: 95.97% (“Good”) (Aug 2022)	MS: 95.8% (“Good”) US: 96.0% (“Good”) (Aug 2023)	MS: 99.7% (“Exemplary") US: 99.2% (“Exemplary") (Aug 2024) -- Middle School: 100% ("Exemplary")	MS: 97% (“Good”) US: 97% (“Good”)	Moved from "Good" to "Exemplary"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Upper School: 99.86% ("Exemplary") (Aug 2025)		
1.4	Adopted standards are implemented (LCFF Priority 2A)	Implementation of Academic Standards requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	Implementation of Academic Standards requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	Implementation of Academic Standards requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	Implementation of Academic Standards requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	N/A
1.5	% of Teachers Who Participate in PD	55% (2022-23)	91% (2023-24)	74% (2024-25)	95%	+ 19%
1.6	ELD PLC Attendance training and progress monitoring (LCFF Priority 7B)	Metric created Spring 2024	ELD PLC Attendance: 75% School-wide PD sessions on vocabulary strategies (2023-24)	ELD PLC Attendance: 85% (2024-25) -- ELD PLC Attendance: 100% (2025-26)	ELD PLC Attendance: 85%	+ 10%
1.7	EL Reclassification Rate (LCFF Priority 4F)	Total ELs: 339 Reclassified: 50 Percent: 14.7% (2022-23)	Total ELs: 288 Reclassified: 63 Percent: 21.9% (2023-24)	Total ELs: 267 Reclassified: 33 Percent: 12.4% (2024-25)	30%	- 2.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	ELPI Percent of EL students making progress via ELPI measure (LCFF Priority 4E)	59.7% (2022-23)	ELs: 56.6% LTELs: 58.2% (2023-24)	ELs: 51.6% LTELs: 50.6% (2024-25)	65%	- 8.1%
1.9	CAASPP Scores: English English GPA (LCFF Priority 4A, 7A, and 8)	Schoolwide CAASPP 44% Meeting / Exceeding Standard GPA MS: 2.8 US: 2.34 (2022-23)	CAASPP Overall: 47.0% SWD: 15.8% ELs: 10.3% Socio economically disadvantaged: 36.8% GPA - MS Overall: 2.7 SWD: 2.33 ELs: 2.25 Socio economically disadvantaged: 2.68 GPA - US Overall: 2.78 SWD: 2.18 ELs: 2.17 Socio economically disadvantaged: 2.74 (2023-24)	CAASPP Overall: 47.23% SWD: 13.33% English Learners: 15.34% Socio economically disadvantaged: 47.83% Source: https://caaspp-elpac.ets.org/caaspp/ GPA - MS Overall: 2.89 SWD: 2.76 English Learners: 2.71 Socio economically disadvantaged: 2.87 GPA - US Overall: 2.9 SWD: 2.36 English Learners: 2.5 Socio	Schoolwide CAASPP 65% Meeting / Exceeding Standard GPA MS: 3.0 US: 3.0	CAASPP Overall: + 3.23% GPA - MS Overall: + 0.09 GPA - US Overall: + 0.56

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				economically disadvantaged: 2.89 (2024-25)		
1.10	CAASPP Scores: Math Math GPA (LCFF Priority 4A, 7A, and 8)	Schoolwide CAASPP 21% Meeting / Exceeding Standard (2022-23) GPA MS: 2.74 US: 2.47 (2022-23)	CAASPP Overall: 35.5% SWD:13.0% ELs: 10.3% Socio economically disadvantaged: 25.0% GPA - MS Overall: 2.89 SWD: 2.86 ELs: 2.55 Socio economically disadvantaged: 2.9 GPA - US Overall: 2.56 SWD: 2.33 ELs: 1.81 Socio economically disadvantaged: 2.5 (2023-24)	CAASPP Overall: 27.39% SWD: 8.89% English Learners: 7.41% Socio economically disadvantaged: 27.41% Source: https://caaspp-elpac.ets.org/caaspp/ GPA - MS Overall: 2.77 SWD: 2.61 English Learners: 2.52 Socio economically disadvantaged: 2.76 GPA - US Overall: 2.77 SWD: 2.65 English Learners: 2.39 Socio economically disadvantaged:	Schoolwide CAASPP 45% Meeting / Exceeding Standard GPA MS: 3.0 US: 3.0	CAASPP Overall: + 6.39% GPA - MS Overall: + 0.03 GPA - US Overall: + 0.30

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2.75 (2024-25)		
1.11	CAST Scores: Science Science GPA (LCFF Priority 4A, 7A, and 8)	Schoolwide CAST 21.0% Meeting / Exceeding Standard (2022-23) GPA MS: 2.93 US: 2.51 (2022-23)	CAST Overall: 30.7% SWD: 9% ELs: 2.4% Socio economically disadvantaged: 20.7% GPA - MS Overall: 3.07 SWD: 2.6 ELs: 2.69 Socio economically disadvantaged: 3.06 GPA - US Overall: 2.74 SWD: 2.08 ELs: 2.03 Socio economically disadvantaged: 2.71 (2023-24)	CAST Overall: 32.88% SWD: 3.70% English Learners: 8.25% Socio economically disadvantaged: 33.12% Source: https://caaspp-elpac.ets.org/caaspp/ GPA - MS Overall: 2.81 SWD: 2.68 English Learners: 2.68 Socio economically disadvantaged: 2.77 GPA - US Overall: 3.0 SWD: 2.64 English Learners: 2.66 Socio economically disadvantaged: 2.98	Schoolwide CAST 45% Meeting / Exceeding Standard GPA MS: 3.5 US: 3.0	CAST Overall: + 12.88% GPA - MS Overall: - 0.12 GPA - US Overall: + 0.49

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(2024-25)		
1.12	GPA for Social Science (LCFF Priority 4A, 7A, and 8)	MS: 3.4 US: 3.1 (2022-23)	GPA - MS Overall: 3.13 SWD: 3.06 ELs: 2.88 Socio economically disadvantaged: 3.10 GPA - US Overall: 2.66 SWD: 2.27 ELs: 2.17 Socio economically disadvantaged: 2.64 (2023-24)	GPA - MS Overall: 3.02 SWD: 3.1 English Learners: 2.73 Socio economically disadvantaged: 3.01 GPA - US Overall: 3.02 SWD: 2.9 English Learners: 2.63 Socio economically disadvantaged: 2.98 (2024-25)	MS: 3.5 US: 3.5	GPA - MS Overall: - 0.38 GPA - US Overall: - 0.08
1.13	World Language GPA (LCFF Priority 4A, 7A, and 8)	3.12 (2022-23)	GPA - MS Not Applicable GPA - US Overall: 2.83 SWD: 2.20 ELs: 2.37 Socio economically disadvantaged: 2.83 (2023-24)	GPA - MS Not Applicable GPA - US Overall: 3.12 SWD: 3.03 English Learners: 2.99 Socio economically disadvantaged: 3.16 (2024-25)	3.5	GPA - US Overall: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Health and Wellness Physical Fitness Test (PFT) scores Health and Wellness GPA (LCFF Priority 4A, 7A, and 8)	PFT 5th, 7th, 9th and all required grades have participated. GPA MS: 3.58 US: 3.35 (2022-23)	PFT 23-24 Participation Rate: 5th - 100%, 7th - 99%, 11th - 97% 5th, 7th, 9th and all required grades have participated. GPA - MS Overall: 3.51 SWD: 3.28 ELs: 3.45 Socio economically disadvantaged: 3.52 GPA - US Overall: 3.34 SWD: 2.97 ELs: 2.96 Socio economically disadvantaged: 3.29 (2023-24)	PFT 24-25 Participation Rate: 5th - 95%, 7th - 98%, 11th - 95% 5th, 7th, 9th and all required grades have participated. GPA - MS Overall: 3.51 SWD: 3.09 English Learners: 3.78 Socio economically disadvantaged: 3.51 GPA - US Overall: 3.48 SWD: 2.95 English Learners: 3.23 Socio economically disadvantaged: 3.48 (2024-25)	PFT 5th, 7th, 9th and all required grades have participated. GPA MS: 3.7 US: 3.5	PFT GPA - MS Overall: - 0.07 GPA - US Overall: + 0.13
1.15	Teacher Retention Retention rate based on proficiency at the end of cycle 2: First year teachers	New Metric Begin Tracking Next Year	Skillful: N/A (No teachers rated "Skillful") Proficient: 100% Developing: 83% (2024-25)	Metric discontinued due to changes in leadership and ineffectiveness of tracking this metric	Skillful 75% Proficient: 80% Developing: 50%	Metric discontinued due to changes in leadership and ineffectiveness of tracking this metric

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	Teacher Retention Retention rate based on proficiency at the end of cycle 2: Continuing teachers	New Metric Begin Tracking Next Year	Skillful: N/A (No teachers rated "Skillful") Proficient: 80% Developing: 59% (2024-25)	Metric discontinued due to changes in leadership and ineffectiveness of tracking this metric	Skillful 100% Proficient: 100% Developing: 75%	Metric discontinued due to changes in leadership and ineffectiveness of tracking this metric
1.17	Teacher Proficiency % of teachers ranked as "Proficient" or "Skillful" by the end of the year	New Metric	Cycle 1: 29% Cycle 2: N/A	Metric discontinued due to changes in leadership and ineffectiveness of tracking this metric	60%	Metric discontinued due to changes in leadership and ineffectiveness of tracking this metric
1.18	Coaching Sessions All teachers received: 2 Coaching sessions a month 2 Informal observations a month (with feedback) 1 Formal observation a semester	Metric created Spring 2024 - To begin tracking 2024-25	Metric created Spring 2024 - To begin tracking 2024-25	2 Coaching sessions a month: No 2 Informal observations a month (with feedback): No 1 Formal observation a semester: No (2024-25) -- 2 Coaching sessions a month: Yes 2 Informal observations a month (with feedback): Yes	2 Coaching sessions a month: Yes 2 Informal observations a month (with feedback): Yes 1 Formal observation a semester: Yes	Changes from 2024-25 to 2025-26: All moved from no to yes

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				1 Formal observation a semester: Yes (2025-26)		
1.19	Teacher Retention Rate	68.37% (67/98) (2022-23)	59.34% (54/91) (2023-24)	81.01% (64/79) (2024-25) -- 94.87% (74/78) (2025-26)	85%	+26.5%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1.1: Enhancing Instructional Capacity and Professional Growth
The instructional leadership team designed a beginning-of-year bootcamp to provide differentiated support for new and returning teachers and continues to implement a yearlong professional development plan based on teacher feedback. We successfully maintained our partnership with Instruction Partners, adhering closely to our coaching, observation, and debrief schedules. Friday professional development sessions rotate between academy-wide priorities and dedicated content/grade-level collaboration time. Throughout these sessions, teachers intentionally analyze data for key student subgroups to ensure equitable instruction. Teachers also submit weekly lesson plans to ensure standards alignment, and they receive targeted, actionable feedback from instructional coaches. To further support these initiatives and ensure teachers could actively apply coaching feedback, we hired additional Teacher Assistants mid-year to provide crucial in-class support.

Successes
Composed and adhered to a clear vision statement for coaching, ensuring every teacher was assigned a coach.
Completed over 500 classroom observations and debriefs school-wide.
Demonstrated clear progress in teachers' ability to utilize the provided curriculum to plan and implement rigorous lessons.
Held a highly successful "bootcamp" for new teachers focusing on instructional practices, student management, and mindsets.
Administered two coaching feedback surveys, noting an increase in teacher participation from the Fall to the Spring.

Challenges
Ongoing need to shift mindsets to provide students with more opportunities for "productive struggle."
Capacity constraints meant not every teacher could be observed as frequently as desired, and there were fewer opportunities for teacher-led targeted PD.
Navigating the transition of asking teachers to modify the curriculum less, which in some instances resulted in temporary struggles to maintain instructional rigor.

How challenges will be addressed
We will continue utilizing coaching, collaboration, and co-lesson planning to encourage positive shifts in instructional mindsets. We are tweaking observation schedules to prioritize newer teachers or those needing extra support (aiming for once a month), while observing stronger teachers two to three times a semester. We will create a Friday PD schedule with named times for teacher-led and student-support PDs, and we will continue supporting teachers in seeing the benefits of using the curriculum as-is to drive rigorous instruction.

Action 1.2: Strengthening Tier 1 Instruction and Differentiation
Our focus has been on ensuring teachers use research-based curricula and instructional methods. Nearly every ELA and Math teacher receives weekly professional development on utilizing the school curriculum as intended, without replacing materials with un-researched methods. We also utilized our newly hired Teacher Assistants to help deliver high-quality Tier 1 instruction and tailor daily lessons for diverse learners. While subjects outside of ELA and Math have had less consistency with research-based curricula, new materials have been ordered for the Social Sciences for the 2026–2027 academic year.
Regarding our goal of utilizing Research-Based Unit Plans, we have not yet completed a family meeting to share how teachers format lessons, but we plan to do this next semester through a Zoom family session in February. Regarding our goal for Meetings Led by Instructional Leaders, coaches are successfully meeting on a regularly scheduled cycle to review work and share strategies. They utilize the Instructional Partners Guide (IPG) criteria to guide observations and debriefs, specifically evaluating instructional rigor and productive struggle.

Successes
Students across Middle and Upper School are actively engaging with grade-level texts in every lesson.
ELA and Math teachers are effectively emphasizing students recording their thinking in class.
Coaching has successfully focused on shifting mindsets so that students "own the work" of the lesson, minimizing unnecessary teacher interference.

Challenges
Certain departments outside of ELA and Math currently lack research-based curricula or standardized planning documents.
Shifting teacher mindsets away from a deficit model (focusing on what students cannot do) to a growth model (building on what they can do) remains an ongoing process.

How challenges will be addressed
New curricula are being purchased for other subjects to ensure all students have viable, research-based materials in all classes. Additionally,

the third-party consultant group, Instruction Partners, will expand their coaching and planning training to include content leads in subjects outside of ELA and Math. We will also host the planned Zoom family session to communicate lesson formatting and instructional strategies to parents.

Action 1.3: Enhancing Progress Monitoring and Data Analysis
We successfully implemented our assessment plan and reviewed student data across the academy. Assessments such as i-Ready and ELPAC remained strictly on schedule with high completion rates. The compliance team has initiated the development of a year-long PD calendar, data protocols, and a centralized data hub. Furthermore, assessment data disaggregation and student data chats are becoming the norm in various meetings. Following these data review sessions, Teacher Assistants were instrumental in helping teachers manage their classrooms to facilitate targeted, data-driven instructional adjustments. However, we realized mid-year that our decision to use Interim Comprehensive Assessments (ICAs) required extensive hand-scoring, which delayed our turnaround time for data analysis. We also experienced a delay in fully launching our Tableau data visualization tool.

Successes
Finalized and implemented the assessment calendar with relative fidelity all year, reducing the frequent schedule adjustments seen in past years.
Content and grade-level groups successfully integrated data analysis into their regularly scheduled meetings to provide targeted student support.
Successfully rolled out assessment data dives and trained teachers on conducting data chats with students.

Challenges
The use of ICAs required heavy hand-scoring, preventing timely grading, data analysis, and instructional adjustments.
We were unable to conduct single-item analysis on the interim assessments, making it difficult to identify common student misconceptions and making the data less actionable.
The delayed launch of the Tableau data visualization tool hindered quick, school-wide access to student data.

How challenges will be addressed
We will review the frequency of interim assessments to ensure they are yielding a strong return on instructional time investment. To solve the grading and analysis delays, we will transition away from using ICAs and instead use Interim Assessment Blocks (IABs) as the school-wide interim assessment tool for the 2026–2027 school year.

Action 1.4: Improve Academic Outcomes for Special Education Students
We are actively transitioning toward a full inclusion program to provide more push-in supports for students in their general education classrooms. In the Middle School, we are utilizing a full inclusion model, using the homeroom block for individualized pull-out services targeting students' Zone of Proximal Development (ZPD). In the High School, we have substantially increased push-in services while utilizing the Specialized Academic Instruction (SAI) block for pull-out services, Individual Transition Plan (ITP) support, and make-up work. We have also focused on direct coaching to structure the SAI blocks and establish targeted small-group instruction.

Successes
Increased SPED students' i-Ready scores in Math and English by an average of 1.5 grade levels.
Held all IEPs on time (with rare exceptions for parent non-response) and held multiple amendment IEPs to adjust plans for students failing classes.
Successfully edited IEP accommodations to make them clearer and more accessible for general education teachers and Teacher Assistants to implement.

Challenges
Despite i-Ready growth, overall CAASPP statewide assessment data indicated a decrease in performance for SPED students, and there are still students failing multiple classes.
High school staff struggled to carve out time during the SAI block to work on basic skills due to the competing priority of completing in-class assignments.
Middle school Education Specialists have advocated for a dedicated block for pull-out services that does not impact students' attendance in core general education classes.
Students arriving in high school with multi-year academic gaps, and instances of students using AI to cheat on assessments.

How challenges will be addressed
In the Middle School, leadership supported the team in effectively utilizing the homeroom block to address basic skill needs, which drove the tremendous growth seen in i-Ready scores. In the High School, staff received support to create structured daily agendas that balance both in-class assignments and individualized skill development during the SAI block. We will continue refining IEP accommodations so general education teachers have a clear vision of how to support their students.

Action 1.5: Enhancing the Learning Environment for English Learners Through Staff PD
The implementation of this goal was distinctly different from our original plan. Due to the absence of an ELD Coordinator last year, our primary focus this year was on rebuilding systems and realigning practices. As a result, professional development around instruction for English Learners did occur, but it was targeted specifically to our designated ELD teachers rather than the whole staff. These sessions focused heavily on curriculum orientation, ELPAC test-taking strategies, and structured bi-monthly grade-level check-ins to discuss student progress. To ensure English Learners still received immediate, daily support in the absence of school-wide EL strategies training, we utilized Teacher Assistants to provide targeted lesson support.

Successes
Achieved 100% attendance at EL-specific professional development for designated ELD teachers.
Conducted consistent bi-monthly check-ins and needs-based coaching that addressed instructional concerns in real time.

Challenges
A planned school-wide "Integrated EL Strategies" professional development session has not yet been conducted, as time was redirected toward essential ELPAC preparation and system rebuilding.

How challenges will be addressed
We will carefully review the original action steps outlined in this goal and engage in intentional planning throughout the spring and summer to ensure strong, school-wide implementation next year. Instead of a general "catch-all" professional development approach, we will work collaboratively with instructional coaches and content leads to design highly targeted, content-specific EL strategy support for all teachers.

Action 1.6: Language Acquisition Program
Our Language Instruction Program (LIP) continues to be Sheltered English Immersion (SEI). All teachers have access to a standards-aligned curriculum, specifically utilizing HMH's English 3D program through both digital and print materials. English Language Development (ELD) classes are held twice a week for approximately 35–40 minutes. However, a slight difference from our planned actions is that outside consultants have not yet been brought in to support teachers with implementing effective strategies for English Learners (ELs) and Long-Term English Learners (LTELs). Instead, this support was provided internally by our coordinator and directly implemented in classrooms by Teacher Assistants.

Successes
All designated ELD teachers have full access to English 3D and its accompanying print and digital materials.
i-Ready BOY-to-MOY data shows strong progress among ELs in the lower grades, with 81% of 6th graders and 72% of 5th graders demonstrating measurable growth.

Challenges
i-Ready growth in the upper grades was lower (48% of 7th graders and 46% of 8th graders), highlighting the need for continued instructional support and attention to potential morale concerns.
Many 5th-grade EL students continue to perform at three grade levels or below in reading, indicating an urgent need for targeted interventions.
An outside consultant was not brought in to support EL strategies (though this support did occur internally during check-ins with the ELD Coordinator).

How challenges will be addressed
We will carefully review the original action steps outlined in this goal to ensure intentional planning for the upcoming school year. To immediately address academic needs, additional reading interventions will be provided for 5th-grade EL students beginning after the Thanksgiving break. Teacher Assistants school staff will also provide push-in support during 5th-grade ELD time, heavily emphasizing phonics and foundational reading skills.

Action 1.7: Academic Support
We are implementing a comprehensive, multi-tiered academic support system across all grades. All students can receive Tier 1 core instructional supports (differentiated instruction, flexible grouping, checks for understanding). Targeted small groups receive Tier 2 interventions, and Tier 3 provides intensive individualized supports. In grades 5–8, we emphasize vertical alignment in ELA and Math, using

data cycles to provide standards-based instruction. In grades 9–12, we collaborated with teachers to utilize grade-level curriculum rather than overly modifying it, and we implemented an Upper School Study Hall. This Study Hall provides dedicated, structured time for students to stay organized, complete assignments, and receive targeted guidance to reduce academic stress and improve performance.

Successes
Vertical alignment in grades 5–8 allowed students to experience a clear progression of skills: ELA and Math met/exceeded goals (with ELA up >5%), and many students progressed 2–3 grade levels.
Regular data cycles allowed teachers to regroup students and provide timely interventions, resulting in decreased failure rates.
School-wide Office Hours yielded significant success in providing targeted interventions for High School students.
Designated ELA and Math interventions (such as IXL and i-Ready My Path) effectively offered personalized, data-driven learning.
Collaboration with Marlin Academy and 5th/6th-grade Teacher Assistants seamlessly extended core content support for scholars during the day and after school.

Challenges
Students did not initially take advantage of office hours or tutoring opportunities; building student ownership and motivation remains an ongoing effort.
Ongoing challenges with student motivation, academic skill gaps, behavioral/SEL needs, and late start times for some academic interventions.
Analyzing data to drive instruction required a significant shift in practice for instructional teams; maintaining consistency across all classrooms requires ongoing PD.
Ensuring timely and clear communication regarding progress monitoring to every student and family proved complex.
Inconsistent implementation of explicit EL strategies and access supports in grades 9–12.

How challenges will be addressed
We are building a more structured MTSS system starting at Tier 1 and will pair academic interventions with social-emotional learning (SEL) by creating behavioral-academic hybrid plans. To build student ownership and address motivation, we will implement goal-setting progress charts, celebrate incremental growth milestones (not just mastery), and launch incentive programs for attending academic supports. We will continuously train paraprofessionals to use co-teaching models to support small groups. To deepen the effective use of data, ongoing PD will be provided, and instructional teams will engage in regular data cycles to strategically group students. Finally, we will strengthen family engagement by providing actionable strategies for parents to support students at home.

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.

Action 1.1: Enhancing Instructional Capacity and Professional Growth
Last Year's Planned Expenditures: $357,709
Current Estimated Actual: $442,456
LREBG: $43,608
Our spending increased because we added four new Teacher Assistants, whose salaries are funded by the Learning Recovery Emergency Block Grant. We also used LREBG funds to cover a tutoring agency that came in at a lower cost than expected, and we saved money by not

hiring outside consultants. We maintained our coaching partnerships and held a successful bootcamp for new teachers. Coaches completed over 500 observations to help teachers implement rigorous, standard-aligned lessons. While we've seen great progress in teachers utilizing the curriculum effectively, we are working on providing more targeted professional development and ensuring every teacher gets observed at least once a month.

Action 1.2: Strengthening Tier 1 Instruction and Differentiation
Last Year's Planned Expenditures: $1,900,765
Current Estimated Actual: $1,978,432
LREBG: $58,413
Spending increased slightly as we continued our extensive coaching efforts and began purchasing new, research-based curriculum for the Social Sciences department. English and Math teachers receives weekly professional development on using our school curriculums properly, and students are now engaging with grade-level texts in every lesson. A challenge we faced was that some subjects outside of English and Math didn't have strong research-based planning tools yet. To fix this, we are expanding our coaching support to include content leads in all subjects so every student receives rigorous instruction.

Action 1.3: Enhancing Progress Monitoring and Data Analysis
Last Year's Planned Expenditures: $606,728
Current Estimated Actual: $717,215
LREBG: $58,413
The budget increase reflects our ongoing investments in assessment tools and the personnel required to manage school-wide data cycles. We successfully finalized our assessment calendar and made reviewing data for specific student groups (like English Learners and students with disabilities) a standard practice. Mid-year, we realized the ICA interim assessments took too long for teachers to hand-grade, which delayed data analysis. To speed up this process and get faster insights into student misconceptions, we will switch to using IABs as our school-wide interim assessment tool next year.

Action 1.4: Improve Academic Outcomes for Special Education Students
Last Year's Planned Expenditures: $698,901
Current Estimated Actual: $847,929
LREBG: $58,413
Our spending increased as we transitioned to a full inclusion model in the middle school and increased push-in services for high school, requiring more robust staffing. This shift allowed us to provide individualized pull-out services during homeroom blocks, which led to an impressive average growth of 1.5 grade levels in Math and English i-Ready scores for our SPED students. We also successfully rewrote IEP accommodations to be much clearer for general education teachers. We are now focused on addressing recent drops in state assessment scores and adjusting plans for students who are still struggling in multiple classes.

Action 1.5: Enhancing the Learning Environment for English Learners Through Staff PD
Last Year's Planned Expenditures: $404,371
Current Estimated Actual: $474,547
LREBG: $56,706

Expenditures rose as we dedicated resources to targeted coaching specifically for our English Language Development (ELD) teachers. This year, rather than hosting a general school-wide training on ELD strategies, we focused heavily on curriculum orientation and ELPAC test prep for our designated ELD teachers, achieving 100 percent attendance at these sessions. Moving forward, we will work with instructional coaches to design content-specific English Learner support for all teachers rather than relying on a general "catch-all" professional development approach.

Action 1.6: Language Acquisition Program
Last Year's Planned Expenditures: $560,462
Current Estimated Actual: $612,471
LREBG: $43,608
Our spending difference is mainly from hiring additional Teacher Assistants to provide direct help and targeted reading support. We saved some money by having our own coordinator provide training instead of paying outside consultants as originally planned. However, those savings were outweighed by the cost of the new assistants. All teachers now have access to the standards aligned English 3D curriculum, and we are holding dedicated English classes twice a week. While we have seen strong midyear progress in our lower grades, data showed our fifth grade students were still reading below expectations. To fix this, our new assistants are coming into classrooms to help younger students practice phonics and basic reading skills.

Action 1.7: Academic Support
Last Year's Planned Expenditures: $145,746
Current Estimated Actual: $78,907
LREBG: $78,907
We spent less than budgeted for this goal because we found an outside tutoring agency at a lower cost than we originally expected. We also did not spend any money on outside consultants. Even with these budget changes, we fully provided all the academic support services we planned for our students. We prioritized math and reading support, established supportive teacher office hours, and successfully built a sustainable framework for identifying and helping students who need extra support.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1.1: Enhancing Instructional Capacity and Professional Growth
Partially Effective
Progress toward the instructional improvement goal is partial. Teachers, particularly in math and ELA, have developed a better sense of the components of instructional rigor. Fidelity to the coaching vision was maintained through ongoing collaboration, timely protocol-oriented coaching cycles, and PLC meetings that consistently honored norms and created spaces for data analysis. While measurable growth is evident—such as stronger alignment of lesson plans to standards, increased use of language supports for English Learners, and improved implementation of instructional strategies—these gains are not yet consistent across all classrooms. Some teachers, especially newer staff, require repeated support, and differentiation for diverse learners is not applied consistently. Additionally, more evidence of teacher capacity for instructional rigor is needed, and coaches must continue improving their practices. Because vertical alignment meetings and additional professional development are still in their early stages, full effectiveness has not yet been achieved.

Action 1.2: Strengthening Tier 1 Instruction and Differentiation
Effective
Reading levels in the Middle School have doubled in the area of on-grade level performance since the start of the year. Instructional leadership consistently met with teachers to share strategies for supporting student growth, promote collaboration, and exchange effective instructional practices. While Upper School i-Ready results are still pending in May, the consistent execution of these collaborative meetings and the substantial reading growth in the Middle School demonstrate strong overall progress.

Action 1.3: Enhancing Progress Monitoring and Data Analysis
Partially Effective
Implementation successfully built a more consistent, school-wide data-driven mindset, shifting the campus beyond simple compliance. Embedding data dive sessions into the Friday professional development calendar ensured that analyzing benchmark results, climate surveys, and progress reports became a standard component of PLCs and staff meetings. This allowed data to be used immediately for instructional planning, small-group interventions, and targeted supports. Furthermore, the administration of i-Ready assessments provided teachers and students with clear evidence of growth and identified areas of continued challenge. However, the rating remains partially effective because the ICA hand-scoring process created a significant procedural bottleneck that hindered timely data utilization.

Action 1.4: Improve Academic Outcomes for Special Education Students
Effective
There was a vast improvement reflected in the i-Ready data scores for students with IEPs. The team successfully received and implemented feedback throughout the year to continuously improve their practices. As a result of these efforts, SPED students were able to meet at least 75% of their IEP goals, indicating highly effective academic progress and overall development.

Action 1.5: Enhancing the Learning Environment for English Learners Through Staff PD
Partially Effective
Strong progress was made regarding the specific work designated ELD teachers have done, as professional development was successfully provided to this group. Pre- and post-assessments in 6th and 7th-grade ELD classes actively demonstrate student growth. However, the overall impact on English Learners is difficult to determine due to conflicting data, as a significant number of these students continue to fail one or more core courses. To achieve full effectiveness, more targeted effort and professional development must be placed on Integrated ELD practices for general education teachers in the future.

Action 1.6: Language Acquisition Program
Effective
All teachers were provided access to a standards-aligned ELD curriculum (HMH's English 3D) and English Language Development classes were consistently held twice a week for 35 to 40 minutes. Staff received ongoing support through regular check-ins focused on utilizing curricular materials, implementation strategies, and troubleshooting instructional challenges. While the overall program implementation was successful, mid-year data indicated that 5th-grade EL students were performing multiple grade levels below expectations in reading, prompting an ongoing need for additional targeted support, specifically focused phonics and foundational reading instruction.

Action 1.7: Academic Support
Partially Effective
The ongoing development and implementation of a structured, vertically aligned Multi-Tiered System of Supports (MTSS) established a sustainable framework for continued student success. Combined with intentional interventions, ongoing data analysis, and collaborative instructional practices, this comprehensive plan successfully addressed immediate learning needs and will continue to improve overall academic performance. It remains partially effective as the framework continues to be actively developed and refined to ensure consistent support across all classrooms.

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

There have been significant changes to MWA's LCAP following the needs analysis and self-study process of the WASC accreditation. In an effort to create a cohesive school-wide action plan that aligns both the WASC and LCAP goals and actions, Goal 1: Support for All Learners has been updated to match the goal and actions as defined in MWA's 2026 WASC report. This goal has the same title with an updated description. While the broader focus of this goal as remained the same, the new actions outline a clearer path towards the goal.

All of the original goal and action descriptions for Goal 1: Support for All Learners can be found below.

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Goal:

The following description was given for the previous Goal 1: Support for All Learners:
Support for All Learners: Develop and refine vertically-aligned programs to support all learners.
This includes differentiated instruction for English Learners, Foster Youth, Low Income students, and Special Education Students. As well as supporting teachers in delivering this instruction.
The progress of this goal will be monitored through EL Reclassification rates, English Learner Progress Indicators, test scores and GPAs. We will ensure this goal is being carried out through teacher attendance in professional development and ELD PLC attendance.

The following description is why the previous Goal 1: Support for All Learners goal was made:
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. (Action 1.1; Metrics 1.1, 1.2, 1.3, 1.4, and 1.18)
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. (Actions 1.1, 1.2, 1.3, 1.4, 1.5, and 1.7; Metrics 1.2, 1.4, 1.9, 1.10, 1.11, 1.12, 1.13, and 1.14)
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). (Actions 1.5 and 1.6; Metrics 1.6, 1.7, 1.8, 1.9, and 1.10)

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Metrics:
There has been a significant shift in how LCAP metrics are recorded, presented, and analyzed. In prior years, metric dates varied in an effort to include the most up-to-date data available. However, because different data sets become available at different times, this approach resulted in multiple years of data appearing within the same column, making year-to-year comparisons challenging. At the Board’s request, the data has been restructured so that each column reflects all metrics for a single school year, allowing for clearer longitudinal analysis.

As a result of this change, the timeline for some three-year targets have shifted for certain metrics, with the hope that these goals will now be met by the end of the 2025–26 school year. For metrics that were previously reported using real-time or rolling data (e.g., Metrics 1.9–1.14 on GPAs, Metric 3.1 Chronic Absenteeism, etc.), updated figures can be provided upon request.

School year data is presented as follows:
Baseline: 2022–23
Year 1: 2023–24
Year 2: 2024–25
Year 3: 2025–26 (to be included in future LCAP updates due to data availability)
Year 3 Goal: The target to be achieved by the end of 2025–26, as established during the 2023–24 school year

The following metrics have been discontinued:
1.15 Teacher Retention: Retention rate based on proficiency at the end of cycle 2 - First year teachers
1.16 Teacher Retention: Retention rate based on proficiency at the end of cycle 2 - Continuing teachers
1.17 Teacher Proficiency: % of teachers ranked as "Proficient" or "Skillful" by the end of the year

The following metric has been added:
1.19: Teacher Retention

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Actions:

The following actions have been discontinued or modified based off of findings in the WASC report:
1.1 Enhancing Instructional Capacity and Professional Growth
1. Professional Development Calendar:
a. Create a yearly plan for teacher training including specialized learners (Gate or accelerated learners, SWD, English Learners, Foster Youth, Low Income students, etc.)
i. Ensure plan is equipped with professional development sessions specifically geared towards ELs.
b. Focus on helping teachers understand grade-level standards, reading fluency.
c. Offer training on analyzing data effectively disaggregated by specialized groups (English Learners, Foster Youth, Low Income Students, etc.).
2. Observation Schedule:
a. Set up a monthly plan for observing teaching practices including the implementation of Individual Education Plans (IEP).
b. Provide feedback to teachers
c. Make sure feedback matches the teaching and learning schedule.
3. State Standards Integration:
a. Include state standards in teacher observations and lesson plans.
b. Help teachers feel confident in teaching according to these standards.
c. Ensure lessons align with our educational goals for unduplicated students.
4. Provide new teachers with a bootcamp upon orientation
a. The bootcamp will help support:
i. basic classroom management
ii. basic understanding of instructional playbook through intensive modeling and roleplaying
iii. hands-on immersive practicing of instructional practices
b. Bootcamps will also be available for all teachers who are in need of support and will not be limited to new teachers.

1.2 Strengthening Tier 1 Instruction and Differentiation
1. Research-Based Unit Plans:
a. Make sure teachers use a research-based format for their lesson plans.
i. Use research based-formats and methodologies when creating lessons for language acquisition programs for ELs.
b. Cite standards, success criteria, IEP accommodations, and modifications.
c. Aim for consistency and alignment with educational standards.
2. Meetings led by Instructional Leaders:
a. Organize regular meetings between teachers and Instructional Leadership Team members.

b. Review work from students that are at-risk, Long-Term English Language Learners, EL, and SWD.
c. Share strategies to help students improve.
d. Encourage teamwork and sharing of successful teaching methods.

1.3 Enhancing Progress Monitoring and Data Analysis
1. Data Analysis Skills:
a. Teach teachers how to analyze student assessment data, including formative and summative data.
i. Help them adjust teaching methods based on this data.
ii. Make sure adjustments fit within the teaching and learning cycle.
b. Engage students in analyzing their own data.
i. Help them with goal-setting based on overall school goals and personal achievements.
2. Disaggregated Assessment Data:
a. Separate assessment data to track different student groups.
b. Include English Learners, LTELs, students with disabilities, race/ethnicity groups, and income groups.
c. Ensure everyone gets the support they need in regards to literacy and numeracy skills.
d. Work to close achievement gaps between different student groups.
i. Including differences for English Learners, LTELs, students with disabilities, race/ethnicity groups, and income groups.

1.4 Improve Academic Outcomes for Special Education Students
1. Students with disabilities will annually increase their English DFS
a. In English and Math by a minimum of 3 points
b. Achieve a color rating of orange as reflected on the English & Math indicators on the CA State Dashboard.
2. MWA administers Interim Assessment Benchmarks (IABs) two times before the annual CAASPP administration.
a. Teachers have an opportunity to analyze their data from the IABs as a way to inform their instruction.
b. The data will also be shared with Special Education teachers so that they can provide additional support as needed based on the student's performance on the exams.
3. Providing students with disabilities the opportunity to have access to support from MWA mentors.
a. Mentors will be teachers and staff members who meet with students once a week to review academic progress, including grades, behavior, and Kickboard infractions, and to offer space for reflection and problem-solving.
b. Students with disabilities will be prioritized for the program, with additional outreach to other specialized student groups including English Learners, Foster Youth, Low-Income Students, and Black/African American students.

1.5 Enhancing the Learning Environment for English Learners Through Staff PD
1. Intentionally add time into the PD scope and sequence to provide training on strategies to support integrated ELD instruction .
a. Continue to provide separate PD sessions specifically geared towards designated ELD teachers.
2. As the majority of instruction occurs primarily in integrated classrooms, all teachers will receive support on how to scaffold instruction specifically for ELs.
3. Provide PD to teachers focused on how to support ELs build reading skills.
a. Focus on supporting LTELs in the upper school with reading.

4. Bring in outside consultants to help build teacher capacity in PD around supporting specific student groups including ELs, SWD, and AA/Black students.

1.6 Language Acquisition Program
1. Ensure all teachers have access to standards aligned curriculum in learning spaces which supports ELs.
2. Designated eld teachers will continue utilizing the Structured English Immersion Program as our Language Instruction Program (LIP) to support ELs and LTELs in English language acquisition.
3. Bring in consultants to support teachers with implementing effective strategies for ELs and LTELs, including integrated language development, scaffolding, and academic vocabulary instruction.

1.7 Academic Support
1. Prioritizing Math and ELA:
a. Focus tutoring and academic support initiatives on Math and ELA for specialized groups (English Learners, Foster Youth, Low Income Students, Blac/African American students etc.).
b. Reinforce foundational literacy and numeracy skills essential for overall academic growth.
c. Address performance gaps and support grade-level mastery in core content areas.
2. Supplementing with Teacher Office Hours:
a. Offer regular teacher office hours for targeted support.
b. Provide flexible, accessible help for students outside of class time.
c. Strengthen connections between classroom instruction and individualized support.
3. Exploring Tutoring Agencies:
a. Research and evaluate external tutoring providers that can specifically support various student groups including SWD, Els, LTELs, Black/African American students, etc..
b. Partner with agencies that offer specialized support aligned with school goals.
c. Expand support options to supplement consistent high quality academic instruction.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Strengthening Tier 1 Instruction for All Students, Especially Our Critical Learners	1. High-Quality Tier 1 Instruction (Core for 80%+ of Students) a. Instructional Capacity Building: Train, coach, and support continued refinement of Tier 1 instruction focused on rigorous, grade-level standards-based instruction and formative assessments. b. Core Instructional Practices: All teachers implement explicit vocabulary instruction, teach comprehension strategies, and facilitate academic discourse through structured, evidence-based debate.	$1,459,278.00	Yes

Action #	Title	Description	Total Funds	Contributing
		c. Integration of SEL and Instruction: Strengthen connections between Tier 1 instruction and SEL by embedding SEL-informed instructional practices. 2. Prioritize Math (Numeracy) and ELA (Literacy) Academic Growth a. Curriculum Review and Training: Invest in targeted and ongoing professional development and support for math and ELA faculty to have ongoing opportunities for training in using the curricular materials being used for math and ELA. b. External Support: Continue to seek external support from service providers for both ongoing training and support for math and ELA faculty and instructional leaders and assessment of instructional practices. 3. Targeted & Intensive Interventions (Tiers 2 & 3) a. Tier 2: Targeted Support (10-15% of Students): Provide small-group, skill-focused support for students identified through universal screening data to address specific learning gaps. b. Tier 3: Intensive Intervention (5% or fewer Students): Provide highly individualized, frequent, and sustained support. This includes explicit, multisensory reading programs or intensive one-on-one conceptual math instruction, often delivered by Special Education or intervention specialists. 4. Instructional Leadership and Data-Driven Collaboration a. Facilitated Collaboration: Maintain regular meetings between teachers and the Instructional Leadership Team to review student work and performance data, particularly for LTELs, ELs, and SWD. b. Gap Identification: Use collaboration cycles to identify instructional strengths and trends that inform necessary Tier 1 adjustments to improve outcomes for high-need student groups. c. Professional Learning Communities (PLCs): Use PLCs and content-area meetings to internalize curriculum, design universally accessible lessons, and refine differentiation practices.		
1.2	Enhancing Instructional Capacity and Professional Growth	1. Instructional Coaching a. Instructional Coaching System: Continue to develop and implement the structured coaching system and coaching cycles focused on continuous improvement, professional learning, focused on improving specific instructional practices.	$1,770,390.00	Yes

Action #	Title	Description	Total Funds	Contributing
		b. New Teacher Targeted Support: Provide targeted onboarding, training, and support for new-teacher development in the area of instructional planning and classroom management (“bootcamps”) during orientation and throughout the year as needed. c. Dedicated Critical Learner-Focused Training (PD): Schedule dedicated PD for designated ELD teachers focused on language acquisition and best practices and Tier 1 faculty focused on SWD high leverage practices to strengthen Tier 1 instruction. 2. Observation and Professional Expectations a. Formal Evaluation, Faculty Observation, and Professional Expectations: Align the faculty observation system and organization-wide professional expectations and guidelines as part of the formal evaluation system. b. Regularly Scheduled Observation/Coaching Schedule: Continue to develop and refine a regular cadence of monthly observations to reflect on and discuss instructional best practices. c. Areas of Emphasis: Reinforce core professional expectations related to safety, professionalism, reliability, policy adherence, and legal compliance. 3. Implementation of the Language Instruction Program (LIP) a. Structured English Immersion (SEI): Continue the SEI program as the school’s designated Language Intervention Plan (LIP). b. ELD Teachers and Language Proficiency Standards: Support designated ELD teachers in providing explicit instruction aligned to language proficiency standards. c. Designated ELD Instruction: Use designated ELD instruction to accelerate language acquisition for ELs and LTELs while supporting access to core content. -- SPSA Alignment Note: This action is supported through Title I, Part A federal funds. These funds are utilized to provide supplemental services and evidence-based interventions designed to close the achievement gap and ensure that all students—particularly English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students—meet the state’s challenging academic standards.		

Action #	Title	Description	Total Funds	Contributing
1.3	Improve Academic Outcomes for Critical Learner Groups	1. Academic Growth Goals a. English and Math Goals for SWDs: Students with disabilities will aim to increase their English and Math Distance from Standard (DFS) by at least 4.7 points for ELA and 15.8 for Math. b. State Dashboard Growth Goals: Students will achieve a minimum orange rating on the CA State Dashboard. 2. Professional Development a. Dedicated Critical Learner-Focused Training (PD): Schedule dedicated PD for all faculty on best practices and Tier 1. 3. Students with Disabilities a. Specialized Academic Instruction (SAI) Refinement: Evaluate current structure for providing SAI to identify areas for improvement and opportunities to better align SAI with the general education program. b. Extended School Year Refinement (ESY): Evaluate current structure for providing ESY to identify areas for improvement and opportunities to better align SAI with the general education program. c. Multi-Tiered Systems of Support (MTSS)/Universal Design for Learning (UDL) Implementation: Coaching general education teachers on inclusive instructional practices that remove learning barriers and ensure every student can engage deeply with the core curriculum. 4. Reading Instruction Support for ELs and LTELs a. Evidence-Based Reading Instruction PD: Provide PD on evidence-based strategies to develop foundational and disciplinary reading skills for ELs. b. Long-Term English Learner (LTEL) Targeted Literacy Support: Prioritize support for LTELs to address literacy gaps affecting access to grade-level content. c. Cross-Content Reading Strategy Integration: Integrate reading strategies into all content areas to strengthen language development and comprehension. 5. Exploring Tutoring Agencies a. External Tutoring Partnerships: Research and evaluate external tutoring providers that support high-need student groups (SWD, ELs, LTELs,	$2,123,535.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Black/African-American) with a focus on Math and ELA per student and community request. b. Strategic Tutoring Partnerships: Partner with agencies that provide specialized support aligned with school goals. c. Supplemental Academic Support Expansion: Expand support options to supplement high-quality academic instruction.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Starting Fall 2026 the description for this goal has changed to align with MWA's new WASC goals College and Career Readiness Strategic Focus: Pathway Value, Rigor, and Documented Excellence The Goal: Foster a culture of attainment where every student graduates with tangible wins—strengthening our Career & Technical Education programs and recognizing SAT/AP milestones as clear evidence of college and career readiness -- This goal has been updated to reflect MWA's new WASC goals after the conclusion of our self-study and related needs assessment. For all information on the goal before it was changed, please see the description of changes below in the Goal Analysis section.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed through MWA’s WASC self-study process and ongoing LCAP reflection cycle

Making Waves Academy (MWA) developed this College and Career Readiness goal as a continuation of successful LCAP actions, informed by ongoing feedback and evidence of their effectiveness through the WASC self-study process. The self-study highlighted the importance of vertically aligned college and career pathways across grades 5–12 and confirmed the impact of the school’s ongoing efforts to expand experiential learning and community-engaged programs that prepare students for success beyond high school. Through this process, the school recognized that maintaining and strengthening College and Career Pathways, Career & Technical Education programs, and recognition of AP and SAT milestones are essential to fostering a culture of attainment.

Data from recent years guided the continuation of this goal. AP participation increased from 135 students in 2020–2021 to 175 in 2024–2025, with exams taken rising from 206 to 282. While the number of students scoring a 3 or higher generally increased, a slight dip in pass rates signals the need for focused, equitable instructional support. Similarly, SAT participation nearly doubled from 36 test-takers in Fall 2022 to 70

in Fall 2024, though performance gaps remain relative to district, state, and national benchmarks, especially in Math. These trends show the need to both expand access and strengthen preparation for postsecondary success.

By codifying these strategies into actions such as Vertically Aligned Systems for Seamless College and Career Support, College and Career Pathway Scope and Sequence, Graduation Pathways, and Postsecondary Readiness Pathways, MWA ensures that every student graduates with tangible wins and is prepared to succeed academically, professionally, and personally. This goal reflects data-driven insights, continuous LCAP feedback, and the strategic priorities identified in the WASC self-study, ensuring both rigor and equity in college and career preparation.

Metrics such as CTE course enrollment and pathway completion percentages, A-G course completion, AP pass rates, and UC/CSU eligibility allow the school to evaluate both access and success in rigorous coursework. Graduation and dropout rates, tracked for both middle and upper school, provide insight into overall student engagement and long-term attainment. College and career readiness is further measured through the College and Career Indicator (CCI), EAP participation and proficiency, and post-secondary planning data, which capture whether students are prepared academically and have actionable plans for life after graduation. Additional data points—including the number of pathways offered, student meetings, field trips, and participation in a broad course of study—help MWA ensure equitable access and monitor the implementation of experiential learning opportunities. By regularly analyzing these metrics, the school can track progress, identify areas needing additional support, and refine actions to ensure that every student graduates with the skills, experiences, and plans needed for postsecondary success.

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Starting Fall 2026 the explanation of why MWA has developed this goal has changed to align with MWA's new WASC goals. To see the explanation of why MWA created the prior Goal 1: Support for All Learners, please see the description of changes below in the Goal Analysis section.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CTE Course Enrollment Pathway completion % (LCFF Priority 4C)	Course Enrollment: Overall: 8% SWD: 2% English Learners: 4% Socio economically disadvantaged: 8% Pathway Completion (% total enrolled): Overall: 19%	Course Enrollment: Overall: 14% SWD: 41% English Learners: 16% Socio economically disadvantaged: 21%	Course Enrollment: Overall: 14% SWD: 16% English Learners: 8% Socio economically disadvantaged: 14%	Course Enrollment: 25% Pathway Completion: 86%	Course Enrollment Overall: + 6% Pathway Completion Overall: + 21% To be counted towards "Pathway Completion" metric

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: N/A English Learners: N/A Socio economically disadvantaged: 20% (2022-23)	Pathway Completion (% total enrolled): Overall: 16% SWD: N/A English Learners: N/A Socio economically disadvantaged: 21% (2023-24)	Pathway Completion (% total enrolled): Overall: 30% SWD: N/A English Learners: N/A Socio economically disadvantaged:30 % (2024-25)		in CALPADs, students must complete their capstone course in their senior year. If students complete this course earlier it will not count towards this completion rate.
2.2	A-G Course Completion % (LCFF Priority 7A)	100% (2022-23)	100% of all graduates complete all A-G courses. (See below for graduation rates) (2023-24)	100% of all graduates complete all A-G courses. (See below for graduation rates) (2023-24)	100%	N/A
2.3	Graduation Rate (LCFF Priority 5E)	4 Year Graduation Rate Overall: 86.9% English Learners: 71.4% Socio economically disadvantaged: 86.4% 5 Year Graduation Rate Overall: 90.9 % English Learners: 85.7% Socio economically disadvantaged: 90.9% (2022-23)	4 Year Cohort Graduation Rate 23-24 Overall: 85.1% English Learners: 64% Socio economically disadvantaged: 84.3% 5 Year Graduation Rate 23-24 Overall: 86.2% English Learners: 68%	4 Year Graduation Rate 24-25 Overall: 89.3% English Learners: 79.2% Socio economically disadvantaged: 88.7% 5 Year Graduation Rate 24-25 Overall: 94% English Learners: 87.5%	4 Year Graduation Rate: 91% 5 Year Graduation Rate: 95%	4 Year Graduation Rate Overall: + 2.6% 5 Year Graduation Rate Overall: + 3.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socio economically disadvantaged: 85.4% (2023-24)	Socio economically disadvantaged: 93.7% (2024-25)		
2.4	Drop Out Rate Middle School and Upper School (LCFF Priority 5C and 5D)	US: 5.3% MS: 0% (2022-23)	Upper School: Overall: 3.2% SWD: 0% English Learners: 6/288 (2.1%) Socio economically disadvantaged: 8/899 (0.9%) African-American/Black: 1/83 (1.2%) (2023-24)	0% (2024-25)	US: 1.3% MS: 0%	US: - 5.3% MS: N/A
2.5	AP Pass Rate 3 or higher (LCFF Priority 4G)	42% (2022-23)	Overall: 46.0% ELs: 28.6% Socio economically disadvantaged: 45.7% (2023-24)	Overall: 46% English Learners: 44% Socio economically disadvantaged: 47% (2024-25)	46%	Overall: + 4%
2.6	EAP % HS students who participate in & demonstrate college readiness as determined by EAP ELA & EAP Math	EAP ELA: 51% EAP Math: 13% (2022-23)	EAP ELA Overall: 68.0% ELs: 17.0% Socio economically disadvantaged: 65.0%	EAP ELA Overall: 68% English Learners: 30% Socio economically disadvantaged: 69%	EAP ELA: 55% EAP Math: 17%	EAP ELA Overall: + 17% EAP Math Overall: + 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(LCFF Priority 4H)		EAP Math Overall: 22.0% ELs: 4.0% Socio economically disadvantaged: 23.0% (2023-24)	EAP Math Overall: 20% English Learners: 4% Socio economically disadvantaged: 19% (2024-25)		
2.7	CCI Percent identified as prepared on College and Career Indicator (LCFF Priority 4H)	Overall: 54.7% English Learners: 38.9% Socio economically disadvantaged:: 54.8% (2022-23)	Overall: 46.2% English Learners: 20.8% Socio economically disadvantaged: 46.6% (2023-24)	Overall: 80.6% SWD: 23.1% English Learners: 65.9% Socio economically disadvantaged: 79.4% (2024-25)	60%	Overall: + 25.9%
2.8	CSU and UC Eligibility (LCFF Priority 4B)	CSU eligible: 78% UC eligible: 71% (2022-23)	CSU eligible: 91% UC eligible: 57% (2023-24)	CSU Eligible (calculated with 2.0): Overall: 87.7% SWD: 70% English Learners: 20% Socio economically disadvantaged: 10% UC Eligible (calculated with 3.0):	CSU Eligible: 98% UC Eligible: 75%	CSU Eligible Overall: + 9.7% UC Eligible Overall: - 15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Overall: 56% SWD: 10% English Learners: 80% Foster Youth: 0% Socio economically disadvantaged: 70% (2024-25)		
2.9	How Many Pathways and Student Meetings	Metric created spring 2024	100% (2023-24)	100% (2024-25)	100%	N/A
2.10	Post-Secondary Planning Percent of graduates having a post secondary plan across a range of pathways, including: (1) Four-year college or university (2) Community college (3) Military enlistment (4) Job program; (5) Current job or job offer (6) Trade program or apprenticeship (7) Gap year program	Metric created spring 2024	100% (2023-24)	100% (2024-25)	100%	N/A
2.11	Number of Field Trips	Metric created spring 2025	Metric created spring 2025	5th Grade: Future planning 6th Grade: Future planning	1 college/career-related field trip for each grade-level.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				7th Grade: Future Planning 8th Grade: 2 9th Grade: Future planning 10th Grade: 2 11th Grade: 5 12th Grade: 5 (2024-25)		
2.12	Students Have Access to a Broad Course of Study (LCFF Priority 7A)	Access to a Broad Course of Study requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	Access to a Broad Course of Study requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	Access to a Broad Course of Study requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	Access to a Broad Course of Study requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	N/A
2.13	% of all students that have completed CTE pathway and are UC/USC Eligibility (LCFF Priority 4D)	***	21% (2023-24)	31.0% (2024-25)	25%	

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 2.1: Vertically Aligned Systems for Seamless College and Career Support
The College and Career Counseling (CCC) team is solidifying and strengthening relationships with other campus departments, including Special Education and the Deans' Office, by centering conversations around student needs. This cross-level collaboration ensures that staff, faculty, and counselors across all levels have structured time to meet, share expectations, and align their programming to better serve our students.

Successes
Successfully planned and created cross-departmental meeting cadences for the 2026–2027 school year.
Established structured collaboration time across all school levels to align programming and expectations.
Strengthened collaboration with the Making Waves Education Foundation to support the high school to post-secondary transition.

Challenges
Syncing department and individual schedules to accommodate necessary alignment meetings.
Ensuring new leadership is fully brought up to speed on current initiatives and goals.

How challenges will be addressed
The team will remain in constant communication regarding scheduling by creating a timeline that includes pre-planned meeting dates. Weekly and monthly coordination meetings are also being considered to help identify additional needs, provide support, and proactively address scheduling barriers.

Action 2.2: College and Career Pathway Scope and Sequence
Our approach involves implementing a comprehensive college and career pathway scope and sequence designed to equip students with the necessary academic skills, planning tools, and experiential learning opportunities to make informed post-secondary decisions. By backward-planning, we have incorporated more study trips for 8th through 12th graders, focusing on college campus visits and career preparation. Currently, 8th graders are participating in the "Building A Better Future" pilot program, while 11th graders are engaged in a targeted career-building pilot and early college preparation.

Successes
Facilitated multiple student visits to college campuses and successfully implemented career-related programming.
Initiated early college preparation specifically tailored for 11th-grade students.
Continued collaboration with high school teaching staff to design a master schedule that reflects A-G requirements, increases AP course opportunities, and provides access to concurrent enrollment at local community colleges.
Students have gained a greater understanding of the benefits of being college-bound and the steps required to become career-ready.

Challenges
Balancing student course requests with staff constraints and creating balanced class sizes.
Ensuring that specialized student populations have inclusive and aligned schedules.
Low responsiveness and engagement from the current 11th-grade class regarding college and career readiness communications.

How challenges will be addressed
The CCC team will push directly into 11th-grade advisory classes to provide live instruction and workshops centered around college admission preparation. By implementing hands-on activities, the goal is to build a strong understanding of early preparation and foster student eagerness to begin the process. Additionally, regular meetings with key staff will ensure scheduling synergy and course accuracy.

Action 2.3: Graduation Pathways
To effectively address our graduation pathway approach, the CCC, Student Services, and Special Education departments have aligned to create a Coordination of Services Team (COST). We are taking a highly coordinated approach designed to align instructional practices with advisory support, ultimately resulting in stronger and more seamless post-secondary planning for all students.

Successes
Established regular COST meetings to ensure all graduation pathway communication is seamless and accurate across departments.
Maintained strong completion rates for A-G requirements.
Increased the number of students interested in industry-recognized credentials, concurrent enrollment, and earning post-secondary credits before graduation.
Utilized data-driven decision-making (leveraging College Board data, staff surveys, and student surveys) to continuously update and align course offerings.
Incorporated targeted career development and internship support, alongside observing adult transition programs at neighboring districts to support students needing post-high school assistance.

Challenges
A significant increase in the percentage of students not meeting academic expectations, particularly reflected in the 10th-grade on-track rate, resulting in a high need for credit recovery coursework.
Difficulty finding alternative programs and Non-Public School (NPS) placements that have open enrollment spots and can support our students' unique needs.
Providing adequate support for students currently in NPS placements who are failing.

How challenges will be addressed
The CCC team will continue meeting with school leadership to address retention concerns and develop flexible credit recovery solutions that can be offered during or after the school day. To support specialized placements, the team is proactively reaching out to alternative programs early to secure spots for the next school year, establishing stronger collaborative relationships, and observing alternative adult transition programs to find the best individualized fits for our students.

Action 2.4: Postsecondary Readiness Pathways
Post-Secondary Readiness centers on continuing and enhancing a coherent system where every student moves through a structured stage of readiness, which includes earlier college and career exploration. We anticipate this will continue to positively impact our graduation rates, improve and sustain post-secondary enrollment, and ensure successful student transitions into their adult lives.

Successes
Demonstrated a strong commitment to fostering post-secondary pathway readiness by providing comprehensive academic support and personalized guidance.
Successfully implemented intentional work-based learning (WBL) opportunities, including internships and WBL-focused study trips.

Challenges
Approximately 10% of students in grades 9–11 appeared disengaged from new college-related information during large-group meetings.
The restructuring or elimination of the Career Readiness Team at the Making Waves Education Foundation (MWEF) could impact the scope of work-based learning opportunities, internships, and study trips.
The pilot programs delivered a large amount of content in a short period, which was difficult for students to fully digest, and there was only one hands-on session offered.
Difficulty connecting with alumni and other professionals who have the time and capacity to participate in the Career Guest Speaker Series on campus.

How challenges will be addressed
To address student engagement, we plan to shift to smaller group presentations—such as advisory sessions held in the CCC—incorporating interactive activities and providing digital copies of all resources. To mitigate the impact of the MWEF restructuring, school leadership is meeting with MWEF representatives to smoothly transfer contacts, existing relationships, and ongoing workstreams. We are also intentionally stretching out career readiness programming across multiple sessions so students have time to internalize the information without feeling rushed. Finally, we are building in additional prep time to collaborate with our trade partners to plan more hands-on sessions and coordinate targeted field trips to local community college Career Technical Education (CTE) programs.

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.

Action 2.1: Vertically Aligned Systems for Seamless College and Career Support
Last Year's Planned Expenditures: $721,404
Current Estimated Actual: $780,181
LREBG: $28,765
Our spending increased for this goal because we have been involving out Middle School Activities Coordinator in more LCAP implementation to better support our younger students and increased our budget for the APEX learning platform. We also adjusted how we fund certain roles. Because our initial federal Title I funds were fully used, we shifted the remaining salaries for our instructional coaches and our social worker to the Learning Recovery Emergency Block Grant. These investments allowed us to create strong meeting schedules and better connect our special education and student services teams to provide complete support for our students.

Action 2.2: College and Career Pathway Scope and Sequence
Last Year's Planned Expenditures: $701,223
Current Estimated Actual: $743,903
LREBG: $28,765
The difference in our budget is a result of expanding our college and career programming this year. We increased the number of study trips for our high school students and included our eighth graders in visits to college campuses and career preparation events. We also launched new pilot programs focused on building a better future for our eighth and eleventh graders. Bringing our College and Career Center staff directly into eleventh grade advisory classes to run hands on workshops required more resources, but it helped ensure our students are building a strong understanding of early college preparation.

Action 2.3: Graduation Pathways
Last Year's Planned Expenditures: $622,613
Current Estimated Actual: $796,641
LREBG: $28,765
We spent more than originally planned here to address a growing need for academic recovery. We noticed an increase in students who were not meeting academic expectations by tenth grade, which required us to invest more heavily in credit recovery coursework.

Action 2.4: Postsecondary Readiness Pathways
Last Year's Planned Expenditures: $150,000
Current Estimated Actual: $85,000
LREBG: $85,000
Our actual spending was lower than budgeted because we did not hire a Maker Space Teacher this year. Even with these savings, we successfully hosted our first Trades and Apprenticeships Week, bringing in union recruiters and certified tradesmen to speak with students. We also expanded our work based learning opportunities and created partnerships with local universities to keep our students on track for success after graduation.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 2.1: Vertically Aligned Systems for Seamless College and Career Support
Partially Effective
As a new venture to align systems, there have been some roadblocks regarding scheduling calendar meetings, but the value of departmental check-ins and conversations is already evident. Consistent meetings and student-centered planning are key to systems alignment, a higher standard of engagement, more accurate academic planning, stronger transition outcomes, and increased readiness for college and career. Each team clearly believes in the most equitable and beneficial approach for all students, prioritizing the avoidance of misinformation. To improve alignment, the team is creating a timeline with pre-planned meeting dates and considering weekly or monthly coordination meetings to identify additional needs, supports, and address barriers. More significant movement in metrics is anticipated in the Fall of 2026.

Action 2.2: College and Career Pathway Scope and Sequence
Effective
Building and implementing new programming in both the Middle School and Upper School has successfully fostered a stronger student interest in a college and career-ready culture. Student interest continues to strengthen, particularly because students who are directly exposed to college campuses are highly considering attending. This progress is supported by consistent communication that incorporates clear goals, follows a structured process, and produces measurable improvements and continuous refinement in course offerings, ensuring alignment with graduation requirements and post-secondary pathways.

Action 2.3: Graduation Pathways
Effective
The broader graduation pathways approach successfully provides students with structured guidance, targeted support, and actionable next steps that lead to higher post-secondary enrollment, improved career readiness, and long-term economic stability. The team continues to collaborate effectively with alternative pathways that align with individualized student needs. While the overall approach is effective, the specific cadence of COST meetings is a new implementation; more data will become available as these meetings progress through the rest of the school year and fully take flight in the Fall of 2026.

Action 2.4: Postsecondary Readiness Pathways
Effective
Program expansion, new curriculum implementation, continued community partnerships, and staff collaboration have resulted in highly positive outcomes. The rollout of new college and career-focused resources in the Middle School and Upper School has made a clear, positive impact. College and career access continues to grow with every interaction, change, and implementation, and this ongoing secondary exposure will actively strengthen and increase overall post-secondary readiness for students.

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

There have been significant changes to MWA's LCAP following the needs analysis and self-study process of the WASC accreditation. In an effort to create a cohesive school-wide action plan that aligns both the WASC and LCAP goals and actions, Goal 2: College and Career Readiness has been updated to match the goal and actions as defined in MWA's 2026 WASC report. This goal has the same title with an updated description. The focus of this goal largely stayed the same in the change, and the actions originally outlined in the LACP were adapted, expanded, and updated with the discoveries made in the WASC process. While the actions have the same names as those before, their focuses have shifted as well.

All of the original goal and action descriptions for Goal 2: College and Career Readiness can be found below.

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Goal:

The following description was given for the previous Goal 2: College and Career Readiness:
College and Career Readiness: Refine holistic support for college and career readiness that build all students' capacity for graduation and success beyond high school.
This will focus on English Learners, Low-Income, African-American Youth, Special Education, Foster Youth.
The progress of this goal will be monitored through graduation rates, AP pass rates, students prepared for college, CTE pathway completion, CCI, EAP, UC and CSU eligibility, pathway and student meetings, and dropout rates. The foundation for this goal is built by ensuring that students have access to a broad course of study.

The following description is why the previous Goal 2: College and Career Readiness goal was made:
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. (Actions 2.1, 2.2, 2.3, and 2.4; Metrics 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.10, 2.12 and 2.13)
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. (Actions 2.1, 2.2, 2.3, and 2.4; Metrics 2.1, 2.3, 2.4, 2.9, 2.10, 2.11, and 2.13)

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Metrics:

There has been a significant shift in how LCAP metrics are recorded, presented, and analyzed. In prior years, metric dates varied in an effort to include the most up-to-date data available. However, because different data sets become available at different times, this approach resulted in multiple years of data appearing within the same column, making year-to-year comparisons challenging. At the Board's request, the data has been restructured so that each column reflects all metrics for a single school year, allowing for clearer longitudinal analysis.
As a result of this change, the timeline for some three-year targets have shifted for certain metrics, with the hope that these goals will now be met by the end of the 2025–26 school year. For metrics that were previously reported using real-time or rolling data (e.g., Metrics 1.9–1.14 on GPAs, Metric 3.1 Chronic Absenteeism, etc.), updated figures can be provided upon request.
School year data is presented as follows:
Baseline: 2022–23
Year 1: 2023–24
Year 2: 2024–25

Year 3: 2025–26 (to be included in future LCAP updates due to data availability)
Year 3 Goal: The target to be achieved by the end of 2025–26, as established during the 2023–24 school year

The following metrics were further disaggregated in the Baseline and Year 1:
2.1 CTE: Course Enrollment Pathway completion % (LCFF Priority 4C)
2.3 Graduation Rate (LCFF Priority 5E)
2.6 EAP: % HS students who participate in & demonstrate college readiness as determined by EAP ELA & EAP Math (LCFF Priority 4H)
2.7 CCI: Percent identified as prepared on College and Career Indicator (LCFF Priority 4H)

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Actions:

The following actions have been discontinued or modified based off of findings in the WASC report:
2.1 Vertically Aligned Systems for Seamless College and Career Support
1. Improving Support for Intersectional Critical Learning Groups:
a. Make sure different school departments work well together to help students who need extra support in intersecting critical learning groups (English Learners, Low-Income, African-American Youth, Special Education, Foster Youth, Accelerated Learners).
b. This helps ensure that all students receive comprehensive support, mentally, physically, and academically.
c. Having regular meetings will help address specific needs and create systematic practices.
d. This approach fosters continued connections and norms that benefit all students, particularly those in intersectional critical learning groups.
2. Evaluating College and Career Readiness:
a. Look at how well students are prepared for college and careers.
b. Check how well the school is helping students from intersectional backgrounds get ready for college and careers.
c. Use this information to make sure the school's plans and partnerships are working well.

2.2 College and Career Pathway Scope and Sequence
1. College and Career Readiness Workshops:
a. Focus on improving college and career readiness for MWA students, staff, and families.
b. CCC (College and Career Center) will organize workshops and field trips to help everyone understand what it means to be college and career ready.
c. These workshops aim to address any learning gaps and strengthen the college and career-oriented mindset within the MWA community and the community surrounding our unduplicated students (English Learners, Low-Income, Foster Youth).
d. Intentionally implement college and career readiness skills earlier on with a focus on the Middle School and 9th grade for all students, including unduplicated student groups (English Learners, Low-Income, Foster Youth).

2.3 Graduation Pathways
1. Early Preparation:
a. Focus on preparing students early and meeting state standards.

b. A-G course access for all critical learner groups (English Learners, Low-Income, African-American Youth, Special Education, Foster Youth, Accelerated Learners)
c. Provide these students with opportunities to complete the California Minimum High School Graduation Requirements and earn a diploma, such as credit recovery or a fifth year of instruction.
d. Ensure students have the chance to pursue postsecondary education, training, employment, and community participation provided through opportunities such as community engagement and field trips.
e. Ensuring MS students have access to transitioning students in the Upper School to look forward to their own transition
2. Support for State Requirements:
a. Assess pathways outlined in AB104 and SB141 to ensure compliance.
i. SB114's focus is on creating alternate pathways for students with disabilities to access the core curriculum and earn a high school diploma.
ii. AB104 allows exemptions for students in their third or fourth year of high school who aren't on track to graduate in four years.

2.4 Postsecondary Readiness Pathways
1. CTE Pathway
a. Conduct CCC Survey on CTE Pathways:
i. Survey students to determine interest in future CTE offerings.
ii. Analyze data to identify the most in-demand fields..
iii. Use findings to guide development of the next pathway.
2. Concurrent Enrollment
a. Expand Course Offerings:
i. Partner with local colleges to increase access to general education and CTE courses.
ii. Align course options with students' academic and career interests.
iii. Explore articulation for high school credit where possible.
b. Strengthen Partnerships with Higher Education Institutions:
i. Establish formal agreements with colleges to support course access and credit transfer.
ii. Focus on high-demand fields for concurrent enrollment expansion.
iii. Ensure consistency and alignment across multiple institutions.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Improve Academic Outcomes for Critical Learner Groups	1. Teamwork Across Departments a. Coordinated Support: Strengthen collaboration between departments to support ELs, LTELs, SWD, Low-Income, Black/African-American, Foster Youth, and Accelerated Learners. b. Student-Centered Meetings: Hold cross-department meetings to coordinate academic, emotional, and college/career support for students on a case-by-case basis. c. Consistent Systems: Create shared goals and habits to make sure students receive the same high level of support as they move from grade to grade. d. Holistic Well-Being: Ensure teamwork addresses the mental, physical, and academic health of students, especially those who belong to multiple critical learner groups. 2. Preparing for College and Careers a. Early Readiness: Start college and career preparation early in middle school and keep expectations consistent through high school. b. Analyzing Outcomes: Review graduation and career readiness data for students from intersectional backgrounds to find out where we can improve our support. c. Smooth Transitions: Refine school partnerships and career pathways to help students move successfully from high school to their next step in life. 3. Family Involvement in Future Planning a. Planning Resources: Increase family participation in workshops and planning sessions to help students prepare for life after graduation. b. Navigating Requirements: Provide extra help for families of ELs, LTELs, and SWD to ensure they understand graduation requirements and all available college or career options.	$139,119.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	College and Career Pathway Scope and Sequence	1. College and Career Experiences a. Hands-on Learning: Provide high school students with career-related field trips, visits from college representatives, and an annual College & Career Fair. b. Targeted Workshops: Organize specific workshops and advisory lessons focused on graduation and future planning for ELs, Foster Youth, Low-Income, Black/African-American, and SWD. c. Closing the Gap: Use these trips and lessons to address readiness gaps and make sure every student feels prepared for life after high school. 2. Integration into Advisory and Curriculum Structures a. Advisory Program Implementation: Implement an advisory program that blends college and career curriculum with dedicated advisors. b. Readiness Skills: Align advisory lessons with readiness skills to prepare students for 12th-grade postsecondary planning. c. Vertically Aligned Scope and Sequence: Embed readiness skills progressively across grades to create a vertically aligned scope and sequence. 3. College Admissions and Postsecondary Success Coaching a. Post-Secondary Coaching: Provide targeted coaching on college admissions, major selection, transitions, financial literacy and planning, and anticipated challenges. b. Specialized Coaching: Deliver coaching through a specialized team for individualized guidance and support. c. Progress Monitoring: Monitor student progress toward postsecondary goals and adjust supports as needed, with attention to critical learner groups.	$165,559.00	Yes
2.3	Graduation Pathways	1. Early Preparation a. Early College and Career Readiness: Focus on early preparation to ensure students meet state standards by building 8th-grade awareness of A-G requirements to inform accurate course scheduling for the 9th-grade transition, integrating self-discovery, career exploration, and exposure to postsecondary opportunities early in the student journey (before high school), and strengthening core competencies in reading, writing, and mathematics, as well as organizational habits.	$904,074.00	Yes

Action #	Title	Description	Total Funds	Contributing
		b. Equitable Access: Provide A-G course access for all critical learner groups (ELs, Low-Income, Black/African-American, SWD, Foster Youth, Accelerated Learners). c. Graduation Pathways: Offer opportunities and courses to complete A-G Requirements, including credit recovery or a fifth year if needed. d. Experiential Learning: Ensure students can pursue postsecondary education, training, employment, and community participation through experiences like field trips and community engagement.		
2.4	Postsecondary Readiness Pathways	1. Career and Technical Education (CTE) Pathway a. Student Interest Surveys: Survey students, including middle school, to gauge interest in future CTE offerings. b. In-Demand Fields: Analyze survey data to identify in-demand fields. c. Pathway Development: Use findings to guide the development and refinement of CTE pathways. 2. Concurrent Enrollment a. College Partnerships: Expand course offerings by partnering with local colleges for general education and CTE courses. b. Course Alignment: Align courses with students' academic and career interests, including preparatory middle school exploration. c. Credit Articulation: Explore opportunities for high school credit articulation where possible. d. Course Access and Credit Transfer: Strengthen higher education partnerships through formal agreements for course access and credit transfer. e. In-Demand Fields: Focus on high-demand fields for concurrent enrollment expansion. f. Consistency and Alignment: Ensure consistency and alignment of concurrent enrollment offerings across institutions. 3. Advanced Placement Courses a. Advanced Placement (AP) Access: Maintain broad access to AP courses for all students. b. Standardized Milestone Tracking: Establish a formal system to track SAT scores and AP exam pass rates (3+) as key indicators of college readiness.	$139,565.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Community Engagement and Climate Strategic Focus: Systemic Belonging, Safety as a Lever for Rigor, and Family Partnerships The Goal: Build on our culture of safety by turning our best ideas into everyday practice and investing in proactive, "upstream" support that ensures every student feels seen, safe, and supported. -- This goal has been updated to reflect MWA's new WASC goals after the conclusion of our self-study and related needs assessment. For all information on the goal before it was changed, please see the description of changes below in the Goal Analysis section.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed through MWA’s WASC self-study process and ongoing LCAP reflection cycle

Making Waves Academy (MWA) developed this Social-Emotional Learning (SEL) and School Climate goal in response to findings from the WASC self-study process and ongoing LCAP reflection cycle, which highlighted the critical need for a coherent, school-wide approach to supporting student well-being and fostering an inclusive, supportive environment. Through analysis of survey data, behavioral indicators, and qualitative feedback from students, staff, and families, the school recognized that while overall engagement and climate indicators show positive trends, there remain significant opportunities to strengthen SEL systems and consistently integrate them across all grades and programs.

Data from multiple sources informed the development of this goal. Student climate surveys indicate that a majority of students feel connected to peers and adults, yet subsets—particularly Students with Disabilities, English Learners, and students experiencing chronic absenteeism—report lower levels of belonging and support. Behavioral data, including office discipline referrals and attendance patterns, further highlight the need for preventive interventions, tiered supports, and explicit instruction in social-emotional skills. Additionally, qualitative input from WASC focus groups and LCAP engagement sessions consistently emphasized the importance of cultivating a school culture where all students feel safe, valued, and empowered to contribute.

Enrollment and demographic trends further underscore the goal's relevance. With a stable student population that is predominantly Hispanic/Latino (~85%) and a declining percentage of English Learners (from 31% to 23%), MWA recognizes that SEL initiatives must be culturally responsive and tailored to the unique experiences of the community. The WASC self-study also identified that while promising programs and initiatives—such as advisory structures, restorative practices, and SEL-focused professional development—exist, their implementation is not yet fully systemic or consistent across grade levels and classrooms.

In response, this goal prioritizes a school-wide, integrated approach to social-emotional learning, positive behavior support, and equitable climate practices. Actions are designed to strengthen Tier 1 SEL instruction, expand targeted interventions for students with greater needs, and build staff capacity to create inclusive and supportive learning environments. Metrics—including student climate survey results, attendance and behavior data, participation in advisory and SEL programming, and staff professional development engagement—enable the school to monitor both implementation fidelity and impact on student well-being. By regularly reviewing these data, MWA ensures that efforts remain responsive, evidence-based, and focused on fostering a positive school climate where every student can thrive academically, socially, and emotionally.

Attendance indicators, including chronic absenteeism and Average Daily Attendance (ADA) rates, allow MWA to identify trends in student engagement and target interventions for students at risk of disengagement. Behavioral metrics, such as suspension and expulsion rates, offer insight into the effectiveness of Tier 1 SEL instruction and restorative practices, while student climate surveys and staff satisfaction surveys measure perceptions of safety, connectedness, and inclusion across the school community. Parent-focused metrics, including participation in Skills Academy surveys, family workshops, and engagement events, alongside staff professional development focused on critical learner groups, ensure that the school is building meaningful partnerships to support student success. Additional measures, such as student input in decision-making, 8th-grade and upper school retention rates, and the alignment of engagement events with promotion strategies, provide ongoing feedback on both student voice and community involvement. Finally, data from ParentSquare on communication reach and usage allows the school to monitor the effectiveness of family engagement strategies. Taken together, these metrics enable MWA to regularly evaluate progress, identify areas requiring targeted support, and make data-informed adjustments to ensure that all students experience a positive, equitable, and supportive school climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rate % who are absent, excused or unexcused,	Overall: 22.7% SWD: 29.6% English Learners: 18.2% Foster Youth: - Low Income: 23.1%	Overall: 18.64% SWD: 20.00% English Learners: 19.69% Foster Youth: -	Overall: 15.02% SWD: 20.23% English Learners:18.10% Foster Youth: N/A	15%	Overall: - 7.68%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	more than 10% of school days (LCFF Priority 5B)	(2022-23)	Low Income: 17.69% (2023-24)	Low Income students:15.98% (2024-25)		
3.2	Attendance Rate ADA (Average Daily Attendance) Rates (LCFF Priority 5A)	95% (2022-23)	Overall: 94.13% SWD: 92.51% English Learners: 94.42% Foster Youth: N/A Low Income students: 94.40% (2023-24)	Overall: 94.34% SWD: 93.11% English Learners: 94.15 % Foster Youth: N/A Low Income students: 94.15% (2024-25)	96%	Overall: -0.66%
3.3	Suspension Rate (LCFF Priority 6A)	Overall: 12.5% SWD: 12.4% English Learners: 12.2% Foster Youth: NA Low Income students: 12.4% (2022-23)	Overall: 15% SWD: 15.3% English Learners: 17.5% Foster Youth: NA Low Income students: 15.3% (2023-24)	Overall: 12.05% SWD: 19% English Learners: 16.1% Foster Youth: NA Low Income students: 6.67% (2024-25)	9%	Overall: - 0.45%
3.4	Expulsion Rate (LCFF Priority 6B)	Overall: 0.34% (2022-23)	Overall: 0.18% (2023-24)	Overall: 0.09% (2024-25)	<1%	- 0.25%
3.5	School Climate Surveys Parent, students, and teachers, related to: feel that the school is safe (LCFF Priority 6C)	Middle School Students: 56% Upper School Students: 54% Parents: 87% (2022-23)	MS Students: 56% US Students: 54% Parents: 88.9% (2023-24)	Middle School Students: 54.2% Upper School Students: 56.0% Parents: 97.0% (2024-25)	MS Students: 62% US Students: 60% Parents: 93%	MS Students: -1.8% US Students: + 2% Parents: + 10%
3.6	School Climate Surveys	Middle School Students: 52% Upper School Students: 43%	MS Students: 52% US Students: 43% Parents: 87.5%	Middle School Students: 51.4% Upper School Students: 51.0%	MS Students: 70% US Students: 70% Parents: 90%	MS Students: -0.6% US Students: + 8% Parents: + 11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Parent, students, and teachers, related to: school connectedness (LCFF Priority 6C)	Parents: 78% (2022-23)	(2023-24)	Parents: 89.0% (2024-25)		
3.7	Parent Participation: Percentage of parents who have completed Skills academy post survey (LCFF Priority 3A, 3B, and 3C)	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 (2022-23)	Pilot Program Results: 1/1 Parent has completed survey (2023-24)	Parent Workshop Needs Assessment survey distributed via Parent Square with 18 responses. With those responses there will be 3 Parent Workshops scheduled from May-June. On March 25 there was a Parent Workshop held with 16 parents. There was a post workshop survey distributed with 11 responses. (2024-25) -- On 3.4.26 started the Anxiety group for middle school and high school students. These groups will run from March 4 thru	75%	More targeted approaches to promote parent participation have begun. Post pandemic relationships with families are growing stronger again. With the leadership change that is happening, we are looking forward to developing more parent participation engagement routines that we will create in tandem with parent leaders.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				April 15. For both groups here was an assessment screening tool administered. At the end of the group there will be a post survey. (2025-26)		
3.8	Number of Parents who participate in family workshops per semester (LCFF Priority 3A and 3B)	Metric created Spring 2024	Based on February Survey: Back to School Day-36 Saturday Parent Meetings-18 Parent Education Workshops-11 ELAC-11 LCAP-9 Advisor Family Conferences-7 (2023-24)	LCAP AG - Parent members: 25 Student members: 3 ELAC - Members: 7 Parent Workshop Attendance 9/25/24: 19 1/22/25: 8 4/23/25: TBD Parent Talk Attendance: 1/9/25 - 64 1/7/25 - 34 2/4/25 - 50 2/6/25 - 22 3/4/25 - 65 3/6/25 - 56 (2024-25)	Based on February Survey: Back to School Day-43 Parent Meetings/Advisor Family Conferences-24 Parent Education Workshops-18 ELAC-13 LCAP-11	Families are frequently attending parent workshops

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	PD sessions offered to staff Focused on partnering with families of critical learner groups (LCFF Priority 3B)	1 (2022-23)	1 (2023-24)	1 (2024-25)	3	N/A
3.10	PD sessions offered to staff Focused on intervention strategies for students with disabilities (LCFF Priority 3C)	11 (2022-23)	1 (2023-24)	1 (2024-25)	3	N/A
3.11	Student Input Measure of student input in decision making, including sub-groups (LCFF Priority 6C)		Students vote for dance and Spirit Week themes. ASB influenced changes in student dress code (dress code now includes black pants again) and the nutritional policy (in November lunch options changed and MWA began exploring new options with our vendor) (2023-24)	Upper school ASB officers advocated at 2 board meetings for more tutoring support for students. Metric 1/7 has been created to address this. MWA Board will be adding a student board member to the MWA board of directors for the 2025-26 school year. The criteria for students to apply was discussed and agreed upon at the	Engage at least 3 student groups in policy changes.	Students are being invited to participate in more formal roles with leadership so they can, not only engage in policy changes but also have a broader understanding of why certain policies are in place.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				12/16/24 MWA board meeting. (2024-25)		
3.12	8th grade retention rates (LCFF Priority 5C and 6C)	92% (2022-23)	Overall: 96.2% SWD: 100% ELs: 84.4% Foster Youth: - Low Income students: 96.8% (2023-24)	Overall: 88.53% SWD: 100% English Learners: 86.36% Foster Youth: - Low Income students: 91.52% (2024-25)	97% (Pre-Pandemic Baseline)	Overall: - 3.47%
3.13	Upper school retention rates (LCFF Priority 5D and 6C)	93.9% (2022-23)	Overall: 93.4% SWD: 90.0% ELs: 95.3% Foster Youth: - Low Income students: 99.2% (2023-24)	Overall: 97.94% SWD: 100% English Learners: 98.67% Foster Youth: - Low Income students: 94.37% (2024-25)	98% (Pre-Pandemic Baseline)	Overall: + 4.04%
3.14	Were all engagement events added to the master calendar prior to the start of the school year? (y/n) (LCFF Priority 3A and 6C)	Metric created Spring 2024	No	Yes Student Activities Coordinators support students through activities that are fun, enrich student enjoyment, foster community and ensure they are well planned and on the master calendar.	Yes	Engagement events are more regularly being added to calendars and school communications

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.15	Were all engagement events promoted through the following means (y/n): Campus signage: Parent Communication Tool: Other Promotional Materials: (LCFF Priority 3A and 6C)	Metric created Spring 2024	Campus signage: No Parent Communication Tool: No Other Promotional Materials: No	Parentsquare is being utilized to support events and communications. Also sending out emails to students about upcoming. And signage MS shift was made to have Mr. V sell tickets for dances in a more convenient and welcoming space. This has helped increase visibility. (2024-25)	Campus signage: Yes Parent Communication Tool: Yes Other Promotional Materials: Yes	Engagement events are more regularly being added to calendars and school communications
3.16	Student vs. Staff Demographics (LCFF Priority 6C)	African American Students: 7.65% Faculty/Staff: 18.48% American Indian Students: 0.2% Faculty/Staff: Not Reported Asian Students: 2.31% Faculty/Staff: 7.11% Filipino Students: 0.8%	African American Students: 7.7% Faculty/Staff: 18.3% American Indian Students: 0.3% Faculty/Staff: Not Reported Asian Students: 2.3% Faculty/Staff: 8.5% Filipino Students: 0.8%	African American Students: 6.6% Faculty/Staff: 22% American Indian Students: 0.2% Faculty/Staff: 0.7% Asian Students: 5.6% Faculty/Staff: 9.5% Filipino Students: 1% Faculty/Staff: Not Reported	Continue to improve staff recruitment efforts to diversify our staff demographics; staff demographics will closely mirror the demographics of the students we seek to serve.	Baseline Difference to 2025-26 African American Students: - 1.69% Faculty/Staff: - 0.73% American Indian Students: -0.19% Faculty/Staff: N/A Asian Students: +0.27%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Faculty/Staff: Not Reported Hispanic Students: 85.94% Faculty/Staff: 37.91% Two or More Races Students: 0.62% Faculty/Staff: 2.37% White Students: 0.62% Faculty/Staff: 26.54% Unidentified/Opt-Out Students: 1.07% Faculty/Staff: 6.64% (2022-23)	Faculty/Staff: Not Reported Hispanic Students: 85.9% Faculty/Staff: 39.6% Two or More Races Students: 0.6% Faculty/Staff: 3% White Students: 1.3% Faculty/Staff: 23.2% Unidentified/Opt-Out Students: Not Reported Faculty/Staff: 6.1% (2023-24)	Hispanic Students: 87.7% Faculty/Staff: 42.6% Two or More Races Students: .19% Faculty/Staff: 1.5% White Students: 1.4% Faculty/Staff: 18.3% Unidentified/Opt-Out Students: Faculty/Staff: 5.1% (2024-25) -- African American Students: 5.96% Faculty/Staff: 17.75% American Indian Students: 0.01% Faculty/Staff: Not Reported Asian Students: 2.58%		Faculty/Staff: +1.77% Filipino Students: + 0.69% Faculty/Staff: N/A Hispanic Students: + 2.13% Faculty/Staff: + 3.51% Two or More Races Students: - 0.23% Faculty/Staff: - 1.19% White Students: -0.22% Faculty/Staff: - 4.05% Unidentified/Opt-Out Students: N/A Faculty/Staff: + 0.46%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Faculty/Staff: 8.88% Filipino Students: 1.49% Faculty/Staff: Not Reported Hispanic Students: 88.07% Faculty/Staff: 41.42% Two or More Races Students: 0.39% Faculty/Staff: 1.18% White Students: 0.4% Faculty/Staff: 22.49% Unidentified/Opt-Out Students: N/A Faculty/Staff: 7.10% (2025-26)		
3.17	Staff Experience and Engagement (LCFF Priority 6C)	"I always feel good" 17% "I often feel good" 56%	"I always feel good" 20% "I often feel good" 43%	Survey is changing to more accurately measure culture around Edgility survey	Develop a new, standardized way to capture faculty and staff feedback and overall feeling in their workplace.	The decision has been made to not continue with the Staff Satisfaction Survey that was instated before.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"I sometimes feel good" 24% "I seldom feel good" 4% (2022-23)	"I sometimes feel good" 30% "I seldom feel good" 8% (2023-24)	(2024-25)		See "A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice" for details.
3.18	ParentSquare Engagement Delivery history Contactability History Features usage history (October) (LCFF Priority 3A, 3B, and 3C)	Metric created spring 2025	Metric created spring 2025	MS: Contactable Parents: 99.2% Receiving Emails: 88% Parents Interacted: 51% US: Contactable Parents: 98.5% Receiving Emails: 87% Parents Interacted: 5% (2024-25) -- MS: Contactable Parents: 100% Receiving Emails: 93%	Continue community, families, and parent engagement through various means to encourage ParentSquare usage and engagement as the school's main communication channel to families.	Baseline Difference to 2025-26 MS: Contactable Parents: + 0.08% Receiving Emails: + 5% Parents Interacted: - 1% US: Contactable Parents: + 1.5% Receiving Emails: + 6% Parents Interacted: + 29%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Parents Interacted: 50% US: Contactable Parents: 100% Receiving Emails: 93% Parents Interacted: 36% (2025-26)		

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 3.1: Student Support Services for Students that are Suspended
Making Waves Academy is actively piloting "Other Means of Correction" for discretionary and non-violent suspensions. This initiative is designed to address and reduce historically disproportionate exclusionary discipline (such as suspensions and recommendations for expulsion) specifically for Black and African-American identifying students, students with IEPs, and English Language Learners. By focusing on restorative practices and personalized interventions, the school is working to maintain high behavioral expectations while keeping students engaged in their educational environment.

Successes
Achieved a dramatic reduction in schoolwide suspensions, including those among targeted special populations.
Successfully fully staffed the Deans' Office for the remainder of Semester 1, allowing for a transition to split grade-level coverage to provide focused, sustainable support.
Fully operationalized Tier 3 behavior interventions, with Deans actively utilizing Restorative Justice Practices in lieu of suspension for discretionary offenses.
Increased social worker drop-in visits, indicating that students view support services as accessible and supportive.
Prioritized early parent/guardian engagement to address emerging behavioral concerns before they escalate to Tier 3 interventions.
Maintained consistent weekly and monthly "behavior spotlight" messaging to students and staff to reinforce high expectations.

Challenges
School-wide data indicates an increase in Tier 1 needs, specifically regarding derogatory language, a harmful "joke culture" in the Middle School, and a need for healthy coping mechanisms for anxiety in the Upper School.
Rising demand for Tier 1 and Tier 2 interventions is outpacing the current focus on 1:1 intensive Tier 3 interventions.
Without proactive intervention, students in special populations, those with prior suspensions, or those with frequent Gaggle alerts remain at a higher risk of escalating to Tier 3 behaviors.

How challenges will be addressed
To tighten systems and shape a healthier campus culture, the Middle School is currently processing responsive Tier 2 intervention assemblies for students involved in incidents of derogatory language or harassment. The Upper School is planning targeted Tier 2 supports focused on anxiety, coping skills, and belonging. Schoolwide, "Check-In Cycles" were launched in November for students with repeated offenses or ongoing social needs, and the school is exploring additional grade-level homeroom and advisory push-ins for Social-Emotional Learning (SEL). SSSD will continue prioritizing proactive parent/guardian meetings and personalized intervention plans to prevent behavior escalation.

Action 3.2: Integrated Family Engagement
This year, family engagement efforts have centered heavily on integrating academic strategies with social-emotional support. The school hosted a Semester 1 Parent Workshop in December 2025 focused on SEL. Additionally, the English Learner Advisory Committee (ELAC) has successfully held three of its five planned meetings for the year, covering introductory information, EL parent data-dives, and reading/literacy strategies. In January, ELAC partnered with the Student Support Services Department to host a workshop on meeting students' emotional and behavioral needs, with upcoming workshops planned around building math skills at home.

Successes
Consistently engaged a core group of 26 parents who regularly attend ELAC meetings.
Received positive feedback indicating that families and students desire more involvement in school activities.
Successfully utilized the ELD parent group on ParentSquare as an effective space for sharing targeted ELAC announcements.

Challenges
Engaging Upper School parents remains a significant challenge; the majority of currently engaged parents have younger students or multiple students across divisions, resulting in a lack of Upper School representation at meetings.

How challenges will be addressed
While ParentSquare has been effective for initial outreach, the school will explore supplementary methods to reach Upper School families. The successful strategy of posting and sending physical flyers home at the Middle School will be replicated at the Upper School to ensure broader visibility and encourage attendance from parents of older students.

Action 3.3: SWD Suspension Rate Reduction
The implementation of "Other Means of Correction" (OMC) has been highly effective in reducing suspension rates for Students with Disabilities (SWD) compared to the previous school year. In Fall 2025, there were only 5 suspensions in the Middle School and 2 in the Upper School. Restorative practices and intensive Tier 3 behavior interventions are being used successfully across both divisions to provide alternatives to suspension. With the Deans' office fully staffed by mid-October and coverage adjusted to allow for split grade levels, the school has created a more sustainable support system that prioritizes proactive family engagement to prevent behavioral escalation.

Successes
Successfully implemented OMC as a primary form of restorative action across both the Middle and Upper Schools.
Instituted proactive parent meetings to identify and address high-level behaviors before suspensions take place.
Increased student utilization of social worker drop-in visits, demonstrating high accessibility to support services.
Transitioned the Deans' Office to split grade-level focus, ensuring specialized and continuous support for specific student cohorts.
Maintained consistent behavioral messaging to build awareness of conduct expectations across the campus.

Challenges
An increase in derogatory language and a harmful "joke culture" has created a pressing need for stronger Tier 1 behavioral and cultural supports.
Small group Tier 2 interventions were temporarily paused due to department capacity constraints and a need to reset qualifying criteria.
Emerging patterns indicate a larger need for broad Tier 1 and Tier 2 interventions, rather than relying strictly on the intensive 1:1 Tier 3 interventions currently taking place.

How challenges will be addressed
The next phase of the year focuses on tightening Tier 2 systems, shaping a healthier Tier 1 campus culture, and continuing to build Tier 3 capacity. The school will establish clearer Tier 2 criteria to balance student caseloads and ensure targeted skill development. Additionally, leadership will invest in building Dean capacity to facilitate Restorative Justice Practices, creating formal structures to process and repair harm. Proactive family engagement will continue to be a critical lever, and leadership transitions are being managed intentionally to ensure continuity across all grade levels. "

Action 3.4: Increase in School Connectedness
The annual Culture and Climate Survey was administered to students in early Spring, and the results were reviewed schoolwide in March. This process allowed staff to internalize areas of strength, such as academic motivation and student-to-adult relationships, as well as critical areas for focus, particularly regarding school safety. Additionally, the school has incentivized engagement by offering students opportunities to earn casual dress days, and the Middle School hosted its first annual Club Fair in March to foster peer relationship-building and support individual student interests.

Successes
Successfully implemented all Educationally Related Mental Health Services (ERMHS) and retroactively identified students qualifying for services not previously in their IEPs.

Contracted a school counselor specializing in gender identity to better support the student population.
Established clear risk assessments and rapid-response processes for students displaying behaviors that require immediate support.
Achieved a slight increase in Spring survey participation, with 63% of students reporting they feel close to people at MWA, 68% stating they have an adult who listens to them, and 55% participating in a club or sport.

Challenges
Because only 86% of students completed the Spring survey, a portion of the student body's experience is not represented in the data.
There was a significant drop in student perception of "school safety" compared to the Fall, with some Black and African-American identifying students reporting experiences with hate speech and race-based unkindness, alongside general student concerns regarding external campus safety threats.
The planned online SEL Academy has not yet been implemented.

How challenges will be addressed
A targeted follow-up survey for all Black and African-American identifying students will be administered in April to better understand their experiences and inform direct administrative action. The school is exploring suggestive ways to increase community awareness about available SEL supports. Furthermore, leadership is actively looking into better marketing and facilitation strategies for future student surveys to guarantee higher completion rates and more comprehensive data.

Action 3.5: SEL Support
Making Waves Academy continues to build out comprehensive Social-Emotional Learning (SEL) and mental health supports. From March 4 through April 15, 2026, a specialized 6-week anxiety group was implemented, utilizing pre- and post-assessments to measure efficacy. Students with IEPs and ERMHS receive dedicated mental health support, while general education students—identified largely through the Student Study Team (SST) process—receive check-ins from Deans and Social Workers. Additional counseling capacity is also provided through a partnership with Seneca.

Successes
Implemented state-approved LGBTQ+ professional development for staff and onboarded a counselor specializing in gender identity.
Increased mental health services for students with 504 plans, moving a contracted mental health provider from part-time to full-time.
Established comprehensive reentry plans for students returning from 5150 holds, along with proactive risk assessments to gauge the severity of mental health needs.
Effectively implemented all ERMHS services, including identifying students from prior years who qualified but lacked IEP documentation.

Challenges
Implementing SEL strategies and supports consistently within general education classrooms remains difficult.
There is a highly elevated need for mental health support across the student population, coupled with a lack of community utilization of outside resources.
The online SEL Academy is pending implementation.

How challenges will be addressed
To address general education integration, the team will provide professional development for teachers on Tier 1 SEL support and strategies (such as threshold greetings) to support all students. To address the heavy mental health caseload, the school anticipates hiring a general education counselor for the upcoming school year. Finally, the team is developing a comprehensive resource guide to share with families detailing local outside community agencies they can access for additional support.

Action 3.6: 504 Coordination and Implementation
The 504 coordination team is working diligently to establish a consistent Response to Intervention (RTI) team that utilizes objective data to support general education students. Following the onboarding of a new Program Specialist in late February, the team has been holding 504 meetings with high fidelity and intentionally looping in general education teachers regarding updates to student accommodations.

Successes
Successfully divided 504 responsibilities, holding over 85% of meetings to date and remaining on track to complete all required meetings this year.
Built strong relationships with families and improved collaboration with Student Support Services to analyze data and implement necessary MDRs, safety plans, and reentry plans.
Rewrote accommodations to ensure they are clearer and more actionable for general education teachers.
Identified gaps in the referral process to continuously improve coordination practices.

Challenges

Managing the sheer volume of holding all 504 meetings within a single academic year.
Creating a clear, objective-data-driven referral process and identifying universal screeners that do not take away from instructional time.
Navigating outside clinician recommendations for 504 plans that are based solely on family anecdotal data rather than objective school data.
Systemic barriers, such as not all students with 504s appearing on the Beyond SST platform, which hinders the implementation of their accommodations.

How challenges will be addressed
The team has created a master 504 calendar to ensure all remaining meetings are held on time. To address referral challenges, staff are communicating directly with outside clinics to require objective data sharing prior to making assessment recommendations. The team is also actively working to establish universal screeners to tier students for targeted interventions. Finally, mental health provider hours on campus were increased to specifically support the unmet mental health needs of students on 504 plans.

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

Action 3.1: Student Support Services for Students that are Suspended
Last Year's Planned Expenditures: $621,551
Current Estimated Actual: $671,695
LREBG: $166,693
Our spending increased for this goal because we involved our existing Middle School Student Activities Coordinator more deeply in these plans this year and shifted a portion of our principal's salary into this action. Additionally, to ensure our students have the mental health and behavioral support they need, we utilized the Learning Recovery Emergency Block Grant to fully fund our Deans of Discipline, our Social Worker, and the Talkspace platform after our federal Title IV funds were exhausted. These investments allowed us to successfully pilot alternative correction methods instead of relying on suspensions. We saw a dramatic reduction in schoolwide suspensions and an increase in students choosing to drop in with our social worker. We are now working on proactive strategies to address unkind language and anxiety before behaviors escalate.

Action 3.2: Integrated Family Engagement
Last Year's Planned Expenditures: $472,093
Current Estimated Actual: $527,912
LREBG: $50,207
We spent more than initially planned to expand our outreach and support for families. A portion of these efforts was supported by the Learning Recovery Emergency Block Grant. Over the year, we hosted five English Learner Advisory Committee meetings covering topics from reading strategies to student data, and partnered with our support team to host workshops on meeting students' emotional needs. While we successfully reached 26 parents who consistently attend these meetings, we found it challenging to engage parents of our older high school students. Moving forward, we will explore new communication methods beyond our current parent portal to ensure all families feel connected and involved.

Action 3.3: SWD Suspension Rate Reduction
Last Year's Planned Expenditures: $270,414
Current Estimated Actual: $322,114
LREBG: $56,207
The increase in expenditures is a result of restructuring our Dean coverage to provide more focused support and adding a new Associate Dean to our middle school team. The Learning Recovery Emergency Block Grant helped fund these crucial personnel changes. This allowed our Deans to actively engage in restorative justice practices and hold proactive parent meetings before suspensions occur. By implementing these alternative forms of correction, we are successfully reducing exclusionary discipline for our students with disabilities. We will continue tightening our systems to build a healthier campus culture and ensure students develop strong coping skills.

Action 3.4: Increase in School Connectedness
Last Year's Planned Expenditures: $492,369
Current Estimated Actual: $574,227
LREBG: $96,966

Our spending increased as we invested more heavily in community building events, such as our first annual middle school club fair, and increased support for school dances and sports. The Learning Recovery Emergency Block Grant helped support these campus culture initiatives. According to our Spring survey, 63 percent of students report feeling close to people at school, 68 percent feel there is an adult who listens to them, and about 55 percent participate in a club or sport. However, we noted a drop in students' perception of school safety, specifically concerning reports of race based unkind language. To address this immediately, we are administering a follow up survey specifically for our Black and African American students to better understand their experiences and take informed action.

Action 3.5: SEL Support
Last Year's Planned Expenditures: $248,978
Current Estimated Actual: $0
LREBG: N/A
We did not spend the allocated funds from this specific budget action, as our mental health and social emotional learning supports were absorbed into other funding areas and provided by external partners. Despite the zero dollar expenditure here, we successfully implemented a six week anxiety group for students, provided state approved professional development on supporting LGBTQ youth, and brought on a school counselor specializing in gender identity. We also increased mental health services for our students with 504 plans. Our next step is to provide more training for our general education teachers so they can seamlessly integrate emotional support strategies directly into their daily lessons.

Action 3.6: 504 Coordination and Implementation
Last Year's Planned Expenditures: $80,549
Current Estimated Actual: $63,549
LREBG: $63,549
We spent less than budgeted because the new 504 Coordinator left mid-year and we onboarded our and Program Specialist in late February, which was later than planned. While establishing a consistent intervention team took longer than expected, bringing on our new specialist helped us catch up quickly. We have successfully held over 85 percent of our meetings and are on track to finish all 504s by the end of the year. We also rewrote student accommodations to make them clearer for general education teachers to implement. Because we noticed some students with 504 plans needed more robust emotional support, we increased our mental health provider's time on campus. Finally, we are now working directly with outside clinicians to ensure they review objective school data before recommending new 504 plans.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 3.1: Student Support Services for Students that are Suspended
Effective
We have maintained a low overall suspension rate of approximately 0.6% (unduplicated) to date. The school successfully utilized alternatives to suspension, implementing 141 forms of Off-Campus Management (OMC) and Restorative Projects in the Middle School, and 44 in the Upper School. However, data indicates a growing need to shift focus toward Tier 1 and Tier 2 interventions. Tier 1 data shows an increase in derogatory language and a harmful "joke culture" in the Middle School, alongside a need for healthy coping mechanisms for anxiety and navigating social dynamics in the Upper School. Tier 2 small group interventions were temporarily paused due to department capacity constraints and a need to reset qualifying criteria. Rising social worker drop-ins and lower-level referrals signal that more robust Tier 1 and Tier 2 supports are needed over the current heavy focus on 1:1 intensive Tier 3 interventions. Moving forward, the focus will be on tightening

Tier 2 systems, shaping a healthy Tier 1 campus culture, building Tier 3 capacity, and proactively engaging families to prevent student escalation.

Action 3.2: Integrated Family Engagement
Effective
We successfully provided parent workshops, allowed parents to provide feedback on their experiences, and offered information on topics of direct interest. The school has consistently promoted each event on the Master Calendar and ParentSquare to ensure widespread visibility. Notably, the English Learner Advisory Committee (ELAC) meetings have been highly successful; transitioning from virtual to in-person meetings has improved attendance, particularly for parents who are already on campus picking up their children from Marlin Academy, resulting in a consistent turnout of 10 to 15 parents per meeting.

Action 3.3: SWD Suspension Rate Reduction
Effective
There has been a demonstrable reduction in the suspension rate for Students with Disabilities (SWD) during the 2025-2026 school year compared to the 2024-2025 school year. By the end of the reporting period, the Middle School recorded a total of 11 suspensions and the Upper School recorded 4 suspensions, maintaining a consistently lower rate from the mid-year mark and demonstrating overall progress toward the reduction goal.

Action 3.4: Increase in School Connectedness
Effective
Community engagement has increased, fostering a more connected campus. Students have actively taken advantage of opportunities to attend school dances and athletic games, which has demonstrably increased community engagement numbers. The leadership team continues to implement next steps and explore ongoing areas for improvement regarding school connectedness and safety, utilizing current student programming, planned initiatives, and follow-up surveys to sustain this positive momentum.

Action 3.5: SEL Support
Effective
The overall number of suspensions decreased from last year by utilizing restorative practices and skills development programs implemented by the Deans in lieu of suspension. Additionally, the campus has seen a positive increase in class attendance while students are on campus. The school has also successfully strengthened its relationships with the families of LGBTQ+ students by placing a strong, intentional emphasis on increasing staff competency regarding gender identity.

Action 3.6: 504 Coordination and Implementation
Partially Effective
The team successfully ensured that 504 students received the bulk of their accommodations and effectively communicated 504 updates to general education teachers following meetings. The team also increased mental health services for 504 students, successfully implemented safety and reentry plans for students displaying self-harm behaviors, and established strong relationships with families. Furthermore, the school nurses have done excellent work addressing the specific medical needs of 504 students, and clinicians are being supported to use more objective data for referrals moving forward. However, ongoing challenges regarding staffing and bandwidth have made it difficult to hold all required 504 meetings and have severely limited the ability to include general education teachers in the in-person meetings due to time conflicts.

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

There have been significant changes to MWA's LCAP following the needs analysis and self-study process of the WASC accreditation. In an effort to create a cohesive school-wide action plan that aligns both the WASC and LCAP goals and actions, Goal 3: Community Engagement and Climate has been created based on the old LCAP goal of Diversity, Equity and Inclusion to adjust MWA's strategic trajectory and match the goal and actions as defined in MWA's 2026 WASC report. This goal has similarities to the Diversity, Equity, and Inclusion goal, with a more actionable focus on how we can achieve our desired outcomes of having a more connected campus.

All of the original goal and action descriptions for Goal 3: Diversity, Equity, and Inclusion can be found below.

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Goal:
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.
We will work with students and families to build a sense of connectedness and safety while working to decrease the number of students who are suspended through holistic supports, specifically for English Learners, Low-Income, Foster Youth, and SPED students.
The progress of this goal will be monitored through suspension, expulsion attendance, chronic absenteeism and retention rates. We will support increasing diversity, equity, and inclusion on our campus by increasing parent participation, student participation, professional development for stuff focused on specific student groups, and events.

The following description is why the previous Goal 3: Diversity, Equity, and Inclusion goal was made:
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. (Actions 3.2, 3.4, 3.5, and 3.6; Metrics 3.5, 3.6, 3.7, 3.8, 3.11, 3.14, 3.15, 3.16, 3.17)
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, accelerated learners, etc.). (Action 3.2 and 3.6; Metrics 3.5, 3.6, 3.7, and 3.8)
CA State Dashboard data has told us that historically we have had high suspension rates, specifically with our English Learners, Latino, students with disabilities, and low-income student groups. While our internal data shows that these suspensions have happened due to major offenses, we strive to reduce the number of these incidents through training student support. Our suspension rates for students with disabilities has qualified us for Differentiated Assistance, leading us to give addition focus to this student group. We will be using PBIS

(Positive Behavior Interventions and Supports) to promote positive behavior, as well as training staff to better understand disabilities as to create an environment that can holistically support our students. (Actions 3.1 and 3.3; Metrics 3.3, 3.4, 3.9, and 3.10)
Lastly, we want all of our students to feel safe so they continue 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. (Action 3.4 and 3.5; Metrics 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.13, 3.13)

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Metrics:

There has been a significant shift in how LCAP metrics are recorded, presented, and analyzed. In prior years, metric dates varied in an effort to include the most up-to-date data available. However, because different data sets become available at different times, this approach resulted in multiple years of data appearing within the same column, making year-to-year comparisons challenging. At the Board's request, the data has been restructured so that each column reflects all metrics for a single school year, allowing for clearer longitudinal analysis.
As a result of this change, the timeline for some three-year targets have shifted for certain metrics, with the hope that these goals will now be met by the end of the 2025–26 school year. For metrics that were previously reported using real-time or rolling data (e.g., Metrics 1.9–1.14 on GPAs, Metric 3.1 Chronic Absenteeism, etc.), updated figures can be provided upon request.
School year data is presented as follows:
Baseline: 2022–23
Year 1: 2023–24
Year 2: 2024–25
Year 3: 2025–26 (to be included in future LCAP updates due to data availability)
Year 3 Goal: The target to be achieved by the end of 2025–26, as established during the 2023–24 school year

The following metrics were further disaggregated in the Baseline and Year 1:
3.1 Chronic Absenteeism Rate: % who are absent, excused or unexcused, more than 10% of school days (LCFF Priority 5B)
3.2 Attendance Rate: ADA (Average Daily Attendance) Rates (LCFF Priority 5A)
3.3 Suspension Rate (LCFF Priority 6A)

Metric 3.17 Staff Experience and Engagement Metric name has been changed from "Staff Satisfaction Survey" to "Staff Experience and Engagement." Goal for Year 3 Outcome changed to "Develop a new, standardized way to capture faculty and staff feedback and overall feeling in their workplace." MWA is moving away from a traditional Human Resources model and has established a People Operations department to take a more holistic and people-centered approach to employee experience and engagement. Measuring "satisfaction" alone does not provide the depth of insight needed to support strategic improvements in staff culture, retention, and well-being. Aligned with this shift, a Total Compensation Study is underway, led by the newly hired Senior Director of People. The data for this metrics was collected through this Total Compensation Study. Future iterations of this metric will be grounded in a more robust, ongoing system for capturing staff voice and monitoring workplace climate across all roles.

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Actions:

The following actions have been discontinued or modified based off of findings in the WASC report:
3.1 Student Support Services for Students that are Suspended
1. Student Support Services for Suspended Students:
a. Focus on students not getting needed support for behavior issues leading to repeated problems and negative feelings, especially for unduplicated student groups (English Learners, Low-Income, Foster Youth).
b. Review suspension data and talk with students to better understand their needs.
i. Give special attention to the data behind why English Learners, Hispanic, and Socioeconomically Disadvantaged students have higher suspension rates
ii. Give special attention to the talking with English Learners, Hispanic, and Socioeconomically Disadvantaged students to better understand their needs
c. Target skills like self-control, emotional identification, and anxiety reduction.
i. Bring in external community engagement to support students in learning these skills.
d. Provide support while students participate, keeping families updated and offering learning resources.
e. Improve communication between schools and families.
f. Address tough topics at home and build a stronger educational support network for students.

3.2 Integrated Family Engagement
1. Engaging Families with Consistent Accessible Opportunities:
a. Ensure families have regular and easy chances to join in with the school community, including families of unduplicated student groups (English Learners, Low-Income, Foster Youth).
b. Ask families what they're interested in and what they need through a survey
i. This way we can discover new family engagement strategies that are specifically designed to engage families in the MWA community.
ii. This will also include families in decision-making processes.
c. Plan workshops, field trips, and community engagement that families will like and find useful in supporting their students.
d. Put workshop dates on the school calendar and tell families about them through signs and the parent portal.
e. Update signs, the parent portal, and other things to talk better with families.
f. This way, the school wants to make sure families and the school work well together and feel connected.

3.3 SWD Suspension Rate Reduction
1. Reducing Suspension Rates for Students with Disabilities:
a. Find out why students with disabilities are suspended often.
b. Use PBIS (Positive Behavior Interventions and Supports) to promote good behavior and make the school welcoming for everyone.
c. Set clear behavior rules, reward good behavior, and help students who might get suspended.
d. Train staff on understanding disabilities, managing behavior, calming situations down, and talking well with students who have disabilities.
e. Make sure families and the school work together to help each student.

3.4 Increase in School Connectedness
1. Building a Supportive Environment:

a. Create a school where students, including unduplicated student groups (English Learners, Low-Income, Foster Youth), feel valued and connected.
b. Assess the current environment through interviews, student groups, and surveys to find strengths, weaknesses, and areas for improvement.
c. Encourage positive interactions with team-building activities, peer support groups, and projects.
d. Embrace diversity by celebrating different cultures, languages, and traditions through events and activities.
i. This includes bringing in external contractors who best represent our unduplicated students to build this community awareness and connection.
2. Community Involvement
a. Give students a voice in decision-making, including unduplicated student groups (English Learners, Low-Income, Foster Youth).
b. Involve families by organizing workshops and opportunities for them to participate.
c. Create experiences for unduplicated students outside of the classroom and MWA to community build through field trips that value exposure to diverse cultures and experiences.
d. By doing this, MWA aims to make students feel connected, supported, and empowered to succeed socially and academically in a positive and inclusive environment for our unduplicated student groups (English Learners, Low-Income, Foster Youth) and all students.

3.5 SEL Support
1. Research Additional Resources for Students:
a. Offer online resources students can use to process and reflect on behaviors.
b. Create opportunities for self-regulation and emotional processing through structured activities.
2. SEL Academy for Students Post-Suspension:
a. Develop a restorative SEL academy for students to complete after suspensions.
b. Support skill development to address behavioral challenges and promote long-term change.
3. Build a Clear Restorative/Skill Development Curriculum:
a. Create a clear, structured curriculum focused on SEL skills and restorative practices.
b. Integrate skill-building exercises to help students better manage their emotions and behavior.
4. Coaching Support for Teachers:
a. Provide professional development and coaching for teachers to effectively incorporate SEL strategies into their curriculum.
b. Equip teachers with the tools to foster a positive classroom environment focused on emotional intelligence.

3.6 504 Coordination and Implementation
1. Current System Evaluation
a. Review the existing 504 plan management process.
b. Identify gaps in compliance and efficiency.
c. Gather feedback from teachers, parents, and students to assess the effectiveness of the current process.
2. Create and Implement 504 Coordinator Role
a. Develop a comprehensive job description for the 504 Coordinator, clearly outlining responsibilities and required qualifications.
b. Determine appropriate compensation based on the scope of responsibilities.
3. Standardize Procedures for 504 Plan Development
a. Establish clear and consistent procedures for student referrals, evaluations, and the development of 504 plans.

b. Ensure quality control and consistency in the implementation of plans.
4. Staff Support and Training
a. Provide training for staff on 504 plan procedures and compliance.
b. Ensure ongoing professional development to support the success of students with disabilities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Support Services for Suspended Students	1. Behavioral and Social-Emotional Support a. Support During Suspension: Provide academic and emotional help during suspensions to prevent students from falling behind and to stop repeat behavior issues. b. Skill Building: Focus on teaching students self-control, how to handle anxiety, and better ways to solve problems. c. Community and Home Connection: Use local resources to support students and share tips with families so they can use the same strategies at home. d. Inclusive Care: Prioritize support for critical learner groups (ELs, Foster Youth, Low-Income, Black/African-American, and SWD) using respectful and culturally relevant approaches. 2. Interventions for Students with Disabilities (SWD) a. Data-Driven Improvements: Study suspension records to find patterns and use positive behavior systems to reduce avoidable suspensions. b. Individualized Help: Provide one-on-one or small-group support (Tier 3) and alternative discipline methods for students who need extra guidance. c. Early Action: Set clear expectations and step in early to help students who are at risk of struggling. d. Specialized Staff Training: Train teachers and staff in disability awareness, how to calm tense situations (de-escalation), and clear communication. 3. Staff Awareness and Family Engagement a. Staff Professional Development: Help staff better understand the specific emotional and behavioral needs of high-need student groups.	$609,153.00	Yes

Action #	Title	Description	Total Funds	Contributing
		b. Family Partnerships: Make family members active partners in their child's support plan through regular, open communication. c. Continuous Improvement: Regularly track suspension trends to see what is working and where we need to improve our support.		
3.2	Annual Communication Planning	1. Structured Feedback and Engagement Systems a. Inclusive Decision-Making: Improve how we gather input from students, families, and staff to help shape school decisions. b. Consistent Communication: Create a regular schedule for updates on meetings, events, and surveys to keep everyone connected and informed. 2. Communication and School Culture a. Encouraging Student Success: Use feedback from student surveys to show students we believe in their potential and have high expectations for them. b. Connecting Families to Support: Find better ways to make sure students and families are aware of the academic programs and extra help available at the school.	$221,193.00	Yes
3.3	Increase in School Connectedness	1. Building a Welcoming School Culture a. Student Connection: Foster an environment where ELs, Low-Income, and Foster Youth feel valued and connected. Use focus groups and interviews to identify areas for improvement. b. Celebrating Diversity: Organize school-wide events that recognize the cultures and languages of our critical learner groups and engage external partners who reflect these students' backgrounds. c. Empowering Families: Involve families of ELs, Foster Youth, Low-Income, Black/African-American, and SWD in school decision-making through workshops and volunteer opportunities informed by parent surveys. d. Targeted Improvements: Align school programming with survey findings to improve the sense of belonging and safety for ELs, Low-Income, and Foster Youth families. 2. Family and Community Partnerships	$447,607.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		a. Student Voice: Involve students—particularly ELs, Foster Youth, Low-Income, Black/African-American, and SWD—in school decision-making and building our community through leadership positions and ongoing feedback. b. Meaningful Activities: Use feedback from parent surveys to plan workshops, volunteer opportunities, and field trips that are meaningful and respect the diverse cultures of our families. c. Prioritizing Access: Ensure families of ELs, Low-Income, and Foster Youth have regular and easy-to-access opportunities to participate in school events and community programs. d. Staff Training: Provide training for staff on the best ways to partner and communicate with families to build stronger, more effective collaborations. 3. Clear and Accessible Communication a. Communication Tools: Use clear and simple channels—including the school calendar, parent portal, and campus signage—to keep families informed. b. Continuous Improvement: Regularly check and update these communication methods to make sure they are clear and accessible for every family. 4. Strengthening the Sense of Belonging a. Data-Driven Support: Use findings from "school climate" surveys to create programs that improve student safety, relationships, and the feeling that every student belongs. b. Tracking Success: Monitor participation and survey results to see if our efforts are working. Adjust these programs as needed to make sure they remain fair and inclusive for all student groups.		

Action #	Title	Description	Total Funds	Contributing
3.4	Social-Emotional Learning (SEL) Support	1. Social-Emotional Resources and Skill-Building a. Accessible Tools: Provide both online and in-person tools to help students practice self-regulation, reflection, and emotional processing. b. Core Curriculum: Develop a structured social-emotional learning (SEL) curriculum that teaches students how to manage emotions, navigate conflict, and build resilience. c. Small-Group Support (Tier 2): Use referral and assessment data to provide extra, targeted help for students who need more support than what is provided in general advisory classes. 2. Restorative Support and Re-entry a. SEL Academy: Create a specialized program for students returning from suspension that focuses on healthy coping mechanisms and managing anxiety or grief. b. Proactive Family Collaboration: Connect with parents and guardians early to partner on student growth and behavioral support. c. Data Monitoring: Regularly track behavior, school climate, and attendance—specifically monitoring chronic absenteeism—and break this data down by student subgroups to ensure no group is being overlooked. 3. Staff Coaching and Classroom Environment a. Embedded Strategies: Provide teachers with coaching and professional development to naturally weave social-emotional strategies into their daily lessons. b. Inclusive Classrooms: Equip staff with the tools to create restorative and emotionally supportive classrooms that are welcoming to all students. c. Data-Driven Coaching: Align teacher support with actual student behavior data and observed needs to ensure the training is relevant and effective.	$823,852.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	504 Coordination and Implementation	1. Evaluation and Assessment a. System Review: Assess existing 504 management systems to identify gaps and evaluate efficiency, compliance, and effectiveness. b. Education Partner Input: Gather feedback from teachers, parents, and students to determine the program's impact on student success and access. c. Mental Health Support: Evaluate referral and assessment process to accurately identify mental health support needs for all students. 2. Standardized Procedures and Alignment a. Regulatory Framework: Refine clear, consistent procedures for referrals, evaluations, and plan development that align with district, state, and federal regulations. b. Quality Control: Implement measures and monitoring systems to ensure implementation fidelity across all classrooms. 3. Professional Development and Support a. Comprehensive Training: Provide staff with initial and ongoing professional development on 504 procedures, compliance requirements, and instructional best practices. b. Implementation Guidance: Offer continuous support and guidance to ensure staff can effectively maintain student supports and plan fidelity.	$334,400.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Targeted Interventions Strategic Focus: Compliance Integrity, Targeted Intervention, and Accountability for Critical Learner Groups The Goal: Ensure rigorous adherence to state-mandated LCAP requirements by providing dedicated focus to actions triggered by school performance data. This goal serves as a bridge between long-term WASC strategic efforts and immediate, data-driven interventions required for Differentiated Assistance (DA), specifically addressing the needs of English Learners (ELs), Long-Term English Learners (LTELs), and Students with Disabilities (SWD) to eliminate performance gaps and "Red" indicators on the California School Dashboard. -- This is a new goal as of Fall 2026 that does not appear in MWA's WASC.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to create a clear structural distinction between MWA’s broad, multi-year WASC school improvement efforts and the specific, high-priority actions mandated by the LCAP, state dashboard, and the Differentiated Assistance (DA) process. By isolating these actions into Goal 4, MWA ensures that mandated supports for high-need student groups receive dedicated funding, monitoring, and administrative focus without disrupting the continuity of the overall school-wide action plan.

By codifying these requirements into a standalone goal, MWA addresses several critical needs identified through the LCAP reflection cycle, starting with targeted language acquisition. While general EL progress is strong, the specific needs of our 30+ ELs and 15+ LTELs require CA-approved, standards-aligned curriculum and specialized professional development to move students toward reclassification. This effort is paired with a focus on academic gap closure; LTELs require consistent, targeted intervention outside of regular instructional time. Because MWA serves an 85% unduplicated student population, these academic supports are designed to be provided school-wide, ensuring that Low Income, Foster Youth, and Students with Disabilities also benefit from increased access to tutoring and office hours.

Goal 4 prioritizes behavioral equity to address DA findings by implementing specialized support services for suspended students, the school focuses on "upstream" skill-building—such as self-control and de-escalation—specifically tailored for LTELs and SWDs who are

disproportionately impacted by traditional disciplinary measures. Ultimately, Goal 4 ensures that MWA remains responsive to state accountability measures while deepening our commitment to systemic equity. It allows the school to clarify additional needs as they arise—addressing "Red" indicators in real-time—while maintaining a consistent long-term action plan for the entire school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CA Dashboard Dashboard indicators in the red by student subgroup	English Language Arts: Students with Disabilities Suspension Rates: English Learners Hispanic Socioeconomically Disadvantaged Students with Disabilities (2022-23)	Math: Long-Term English Learners Chronic Absenteeism: African American/Black Students with Disabilities Suspension Rate: African American/Black English Learners Hispanic Long-Term English Learners Socioeconomically Disadvantaged Students with Disabilities (2023-24)	Suspensions: English Learners Long-Term English Learners (2024-25)	No red indicators	3 less red indicators
4.2	TA Eligibility Areas that we have been identified for Technical Assistance (Including Differentiated Assistance)	Metric created in Spring 2026	Metric created in Spring 2026	Metric created in Spring 2026	Not eligible for TA	***

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	English Learners Number of ELs enrolled	305 (2022-23)	256 (2023-24)	256 (2024-25)	Create more visibility for our ELs to receive targeted interventions.	***
4.4	Long-Term English Learners Number of LTELs enrolled	Metric created in Spring 2026	184 (2023-24)	176 (2024-25)	Create more visibility for our LTELs to receive targeted interventions.	***

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions in Goal 4 are new as of Fall 2026.

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.

All actions in Goal 4 are new as of Fall 2026.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

All actions in Goal 4 are new as of Fall 2026.

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

All actions in Goal 4 are new as of Fall 2026.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Language Acquisition Program (ELs)	1. Ensure all teachers have access to standards aligned curriculum in learning spaces which supports ELs. 2. Designated eld teachers will continue utilizing the Structured English Immersion Program as our Language Instruction Program (LIP) to support ELs in English language acquisition. 3. Bring in consultants to support teachers with implementing effective strategies for ELs and LTELs, including integrated language development, scaffolding, and academic vocabulary instruction. -- Adapted from former action 1.6	$344,837.00	Yes
4.2	Language Acquisition Program (LTELs)	1. Ensure all teachers have access to standards aligned curriculum in learning spaces which supports LTELs. 2. Designated eld teachers will continue utilizing the Structured English Immersion Program as our Language Instruction Program (LIP) to support LTELs in English language acquisition. 3. Bring in consultants to support teachers with implementing effective strategies for LTELs, including integrated language development, scaffolding, and academic vocabulary instruction. -- Adapted from former action 1.6	$326,877.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Academic Support (LTELs)	1. Prioritizing Math: a. Focus tutoring and academic support initiatives on Math and ELA for LTELs and other critical learners (SWD, ELs, Black/African American students, etc) b. Reinforce foundational literacy and numeracy skills essential for overall academic growth. c. Address performance gaps and support grade-level mastery in core content areas. -- Adapted from former action 1.7 to specifically track LTEL progress.	$109,510.00	Yes
4.4	Student Support Services for Suspended Students (LTELs)	1. Behavioral and Social-Emotional Support for LTELs a. Support During Suspension: Provide academic and emotional help during suspensions to prevent students from falling behind and to stop repeat behavior issues. b. Skill Building: Focus on teaching students self-control, how to handle anxiety, and better ways to solve problems. c. Community and Home Connection: Use local resources to support students and share tips with families so they can use the same strategies at home. 2. Interventions for Students who are LTELs with Disabilities (SWD) a. Data-Driven Improvements: Study suspension records to find patterns and use positive behavior systems to reduce avoidable suspensions. b. Individualized Help: Provide one-on-one or small-group support (Tier 3) and alternative discipline methods for students who need extra guidance. c. Early Action: Set clear expectations and step in early to help students who are at risk of struggling. d. Specialized Staff Training: Train teachers and staff in disability awareness, how to calm tense situations (de-escalation), and clear communication. 3. Staff Awareness and Family Engagement in LTEL support a. Staff Professional Development: Help staff better understand the specific emotional and behavioral needs of high-need student groups.	$160,436.00	Yes

Action #	Title	Description	Total Funds	Contributing
		b. Family Partnerships: Make family members active partners in their child's support plan through regular, open communication. c. Continuous Improvement: Regularly track suspension trends to see what is working and where we need to improve our support. -- Adapted from action 3.1 to specifically support LTELs		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3148520	$245,162

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
27.827%	0.000%	$0.00	27.827%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Strengthening Tier 1 Instruction for All Students, Especially Our Critical Learners **Need:** Analysis of student performance data highlights persistent achievement gaps for unduplicated student groups, and critical learners. (Including, but not limited to: ELs, LTELs, and SWD). While overall proficiency in ELA and Math has improved, these students	This action strengthens Tier 1 instruction by providing targeted professional development, coaching, and curriculum support to ensure all teachers deliver rigorous, standards-aligned instruction with embedded SEL practices. Core instructional strategies are implemented consistently across classrooms, creating equitable access to high-quality learning. Tier 2 and Tier 3 interventions provide additional, data-informed support for students who are struggling, ensuring gaps are addressed proactively. Collaboration	1.4 (Adopted standards are implemented) 1.9 (English) 1.10 (Math) 1.11 (Science) 1.17 (Teacher Proficiency)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	continue to perform significantly below their peers. Data also indicate variability in Tier 1 instruction quality across classrooms, with inconsistent implementation of explicit vocabulary instruction, comprehension strategies, and structured academic discourse. Additionally, SEL integration within core instruction is uneven, limiting opportunities for all students—especially critical learners—to engage fully and develop resilience, growth mindset, and perseverance. **Scope:** LEA-wide	between teachers, the Instructional Leadership Team, and PLCs allows for ongoing review of student work and performance data, facilitating adjustments to Tier 1 instruction and enhancing outcomes for unduplicated student groups, and critical learners. (Including, but not limited to: ELs, LTELs, and SWD). This action is being provided on an LEA-wide basis because while these instructional improvements are principally directed toward closing the achievement gaps for our critical learners, implementing these high-quality Tier 1 supports and robust intervention systems across the entire school will positively impact the general student population by raising the overall rigor and consistency of instruction.	
1.2	**Action:** Enhancing Instructional Capacity and Professional Growth **Need:** Making Waves Academy has demonstrated growth in overall student outcomes; however, persistent achievement gaps remain for ELs, LTELs, and SWD. Analysis of CAASPP, ELPAC, and internal assessment data shows that these groups are not making proportional gains compared to peers, highlighting the need for more targeted, high-quality instruction. Additionally, teacher development varies across experience levels, with new teachers requiring structured onboarding and ongoing support, while all teachers benefit from consistent coaching, observation, and feedback to strengthen Tier 1 instruction.	This action strengthens instructional capacity by embedding structured, continuous coaching cycles and observation systems that target both general and critical learner-focused strategies. New teachers receive specialized onboarding to accelerate their instructional competence, while ongoing PD for Tier 1 faculty and ELD teachers equips staff with research-based strategies to meet the needs of SWD, ELs, and LTELs. Formal evaluation and regular observation cycles reinforce professional expectations, ensuring consistent instructional quality. Simultaneously, the Structured English Immersion program and explicit, LIP-aligned instruction accelerate language acquisition for ELs, supporting access to rigorous core content. Together, these components create a coherent, data-driven approach to professional growth, promoting equity and improved outcomes for all students.	1.1 (Teacher credentials and assignments) 1.3 (Facilities) 1.5 (% of Teachers Who Participate in PD) 1.15 (Teacher Retention) 1.16 (Teacher Retention) 1.18 (Coaching Sessions)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	This action is implemented LEA-wide because while the specialized professional development and coaching cycles are principally directed to support the unique needs of ELs, LTELs, and SWD, enhancing the overall instructional capacity and observation systems school-wide ensures that the resulting improvements in teaching quality positively impact the general student population as well.	
1.3	**Action:** Improve Academic Outcomes for Critical Learner Groups **Need:** Data indicates that Students with Disabilities (SWD), English Learners (EL), and Long-Term English Learners (LTELs) consistently perform below grade-level expectations across core subjects. ELA and Math proficiency for SWDs remains particularly low, with DFS far below standard, and EL/ LTEL groups demonstrate persistent literacy gaps that limit access to grade-level content. Achievement disparities for Black/African-American and Socioeconomically Disadvantaged students also highlight the need for targeted academic interventions. Professional development and instructional supports must be explicitly designed to address these equity gaps, while supplemental and specialized services are required to ensure all students can access rigorous instruction and achieve meaningful growth. **Scope:**	This action implements a multi-pronged approach to close achievement gaps for critical learner groups. It sets measurable academic growth goals for SWDs in ELA and Math, aligning with CA State Dashboard expectations. Targeted professional development equips faculty with evidence-based strategies for inclusive Tier 1 instruction and reading support for ELs and LTELs. Refinement of Specialized Academic Instruction (SAI) and Extended School Year (ESY) services ensures these supports are closely aligned with general education. Multi-Tiered Systems of Support (MTSS) and Universal Design for Learning (UDL) coaching removes learning barriers and increases access to the core curriculum. Cross-content reading strategies strengthen language development schoolwide, and strategic partnerships with external tutoring providers expand supplemental support, particularly in Math and ELA, for SWDs, ELs, LTELs, and other high-need students. This action is provided on an LEA-wide basis because while MTSS frameworks, UDL coaching, and targeted reading strategies are principally directed toward accelerating academic outcomes for critical learners most at risk of underperformance, embedding these inclusive	1.6 (ELD PLC Attendance) 1.7 (EL Reclassification Rate) 1.8 (ELPI) 1.9 (English) 1.10 (Math) 3.10 (PD Sessions)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	practices throughout the school's general education system will simultaneously benefit and positively impact the broader student population.	
2.1	**Action:** Improve Academic Outcomes for Critical Learner Groups **Need:** Despite the school's overall success in expanding rigorous coursework and college/career pathways, data from LCAP analysis and the recent WASC visit show that students in critical learner groups—including English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities (SWD), low-income students, Black/African-American students, Foster Youth, and accelerated learners—face disproportionate challenges in achieving academic and postsecondary success. Metrics indicate disparities in AP success, SAT/college readiness benchmarks, and pathway completion for these students. Additionally, feedback from consistent LCAP advisory group engagement, family and student surveys, and targeted student discussions highlights that these students often require coordinated academic, emotional, and career support to navigate transitions across grade levels, access college and career resources, and engage families in postsecondary planning. Holistic supports—including attention to mental, physical, and academic well-being—are especially important for students who belong to multiple critical learner groups.	This action strengthens teamwork across departments to ensure that all critical learner groups receive consistent, high-quality support throughout their academic journey. Coordinated support and student-centered meetings allow staff to identify barriers, develop tailored interventions, and track progress on both academic outcomes and college/career readiness. Consistent systems and shared goals ensure that supports are equitable and sustained as students transition from middle to high school. By starting college and career preparation early and regularly analyzing data on graduation and readiness outcomes, the school can target interventions where they are most needed. Finally, family involvement and targeted workshops help bridge knowledge gaps for families of ELs, LTELs, and SWD, ensuring students have the guidance and resources to successfully navigate postsecondary pathways. Collectively, these strategies directly address the gaps identified for students from intersectional backgrounds and work to eliminate inequities in academic outcomes and postsecondary preparation. This action is being provided on an LEA-wide basis because while these coordinated supports and holistic interventions are principally directed toward critical learner groups, establishing consistent systems, shared goals, and early college/career preparation school-wide benefits the general student population by improving the overall quality of counseling and academic support for all students.	2.3 (Graduation Rate) 2.4 (Drop Out Rate) 2.10 (Post-Secondary Planning)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	**Action:** College and Career Pathway Scope and Sequence **Need:** Students at MWA require early, structured, and equitable exposure to college and career pathways to ensure they graduate ready for postsecondary success. Data from the WASC visit, its accompanying self-study, and ongoing LCAP monitoring indicate that while access to rigorous courses like AP and A-G classes is increasing, gaps remain in college and career readiness for English Learners, Students with Disabilities, Foster Youth, Low-Income students, and Black/African-American students. Furthermore, consistent LCAP advisory group engagement and family and student surveys reveal that students benefit immensely from hands-on experiences, advisory guidance, and targeted coaching to develop the knowledge, skills, and confidence needed to navigate postsecondary options. Student discussions corroborate that without this structured exposure and support, students may lack clarity on options, struggle with planning, or enter high school unprepared to make informed decisions about their futures. **Scope:** LEA-wide	This action provides a vertically aligned scope and sequence of college and career experiences, starting in middle school and continuing through high school, to build readiness skills progressively. Early exposure activities, including college and career exploration trips, visits from college representatives, and a College & Career Fair, help students develop awareness of postsecondary options. Targeted workshops and advisory lessons support critical learner groups, closing readiness gaps and ensuring equitable access to preparation. The integration of college and career content into advisory programs, combined with specialized coaching on admissions, major selection, financial literacy, and transition planning, ensures that students receive personalized guidance aligned with their needs. Regular progress monitoring allows advisors to adjust supports as needed, helping every student graduate with a clear plan and the skills needed for postsecondary success, in alignment with LCAP priorities and WASC recommendations. This action is provided on an LEA-wide basis because while targeted workshops and advisory lessons are principally directed toward closing readiness gaps for critical learner groups, providing a structured, vertically aligned scope and sequence of college and career experiences across all grade levels ensures that the entire student population graduates with clear postsecondary plans and readiness skills.	2.3 (Graduation Rate) 2.4 (Drop Out Rate) 2.10 (Post-Secondary Planning)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	**Action:** Graduation Pathways **Need:** MWA students need structured, equitable pathways to ensure they meet graduation requirements and are prepared for postsecondary success. Data from the WASC visit, self-study, and LCAP reviews indicate that early exposure to college and career requirements, particularly A-G course planning, is critical for students to make informed academic choices and build foundational skills. Additionally, critical learner groups—including English Learners, Students with Disabilities, Black/African-American students, low-income students, and Foster Youth—face systemic barriers to completing rigorous coursework and accessing postsecondary opportunities. Feedback gathered through consistent LCAP advisory group engagement, family and student surveys, and focus group student discussions underscores the pressing need to better support transitions from middle to high school so students can navigate course selection, graduation requirements, and career exploration effectively, while experiencing meaningful hands-on and community-engaged learning opportunities. **Scope:** LEA-wide	This action creates clear, accessible graduation pathways that guide students from middle school through high school, ensuring they meet state graduation requirements and are prepared for postsecondary success. Early preparation components, such as 8th-grade awareness of A-G requirements, career exploration, and postsecondary exposure, provide students with the knowledge and skills to make informed academic choices before high school. The action prioritizes equitable access to rigorous coursework for all students, especially those in critical learner groups, and includes mechanisms like credit recovery or a fifth-year option to ensure no student falls behind. Experiential learning opportunities, including field trips and community engagement, allow students to apply classroom knowledge in real-world contexts, while peer transition support connects middle school students with upper school mentors to model successful pathways and build confidence in planning for the future. This multi-pronged approach ensures that all students can graduate with tangible wins and clear postsecondary plans, aligning directly with the goal of fostering college and career readiness. This action is implemented LEA-wide because while prioritizing equitable access to rigorous coursework and credit recovery mechanisms is principally directed at removing systemic barriers for critical learner groups, establishing clear graduation pathways, early A-G awareness, and strong transition supports school-wide positively impacts the general population by ensuring all students stay on track for graduation and long-term success.	2.2 (A-G Course Completion %) 2.8 (UC and CSU Eligibility) 3.12 (8th grade retention rates) 3.13 (Upper school retention rates)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	**Action:** Postsecondary Readiness Pathways **Need:** Students at Making Waves Academy (MWA) need clear and equitable pathways to postsecondary success that are aligned with both student interests and workforce demands. The recent WASC visit and self-study highlighted the importance of vertical alignment and program expansion to ensure students are prepared for college, careers, and meaningful postsecondary experiences. Data shows that while AP participation and SAT participation have grown, there are gaps in achievement and readiness, particularly in ensuring students not only access rigorous coursework but also succeed in it. Additionally, insights drawn from consistent LCAP advisory group engagement, family and student surveys, and open student discussions emphasize that students need increased exposure to career and technical education (CTE) pathways and high-demand fields that connect directly to their academic goals. Providing concurrent enrollment opportunities and ensuring college credit articulation are essential to supporting a smooth transition from high school to higher education, particularly for students who may not have family experience navigating postsecondary options. **Scope:** LEA-wide	This action addresses these needs by creating Postsecondary Readiness Pathways that integrate CTE, concurrent enrollment, and AP access into a coherent system. The school surveys students, including middle schoolers, to gauge interest in future CTE offerings and uses the results to develop pathways aligned with in-demand fields, ensuring relevance and engagement. Partnerships with local colleges expand course offerings and align them with students' academic and career interests, while credit articulation agreements strengthen transitions to higher education. Broad access to AP courses is maintained, and SAT scores and AP exam pass rates (3+) are formally tracked as indicators of college readiness. Together, these strategies ensure that all students have access to rigorous academic opportunities, aligned career pathways, and actionable postsecondary plans, supporting equitable preparation for college and careers while responding directly to WASC findings and LCAP priorities. This action is provided on an LEA-wide basis because while targeted tracking and expanded CTE or concurrent enrollment opportunities are principally directed toward closing achievement gaps for underrepresented students, building a coherent system of rigorous academic opportunities and career pathways school-wide elevates postsecondary readiness and success for the entire student body.	2.1 (CTE) 2.5 (AP Pass Rate) 2.6 (EAP) 2.7 (CCI) 2.13 (CTE pathway and UC/CSU Eligibility)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	**Action:** Student Support Services for Suspended Students **Need:** Making Waves Academy has seen disproportionately high suspension rates among Students with Disabilities (SWD), English Learners, Black/African-American students, and Long-Term English Learners, with SWD suspensions rising from 7.4% in 2021-22 to 17.9% in 2023-24 and EL suspensions increasing from 8.5% to 17.5% over the same period. While overall suspensions have decreased through restorative practices and targeted interventions, these groups continue to experience barriers to consistent school engagement and academic progress. Data also shows that students removed through exclusionary discipline—particularly those from high-need groups—are at increased risk of disengagement, falling behind academically, and repeating negative behaviors. There is a need for proactive, culturally responsive, and individualized supports during suspensions to address these disparities and prevent students from falling further behind. **Scope:** LEA-wide	The Student Support Services for Suspended Students action directly targets these disparities by providing tiered academic and social-emotional interventions during suspension periods. Students receive individualized or small-group support (Tier 3) to maintain academic progress while also building skills in self-control, anxiety management, and problem-solving. Culturally responsive approaches prioritize SWD, ELs, Black/African-American students, and other high-need groups, ensuring that interventions are respectful and inclusive. The program strengthens family partnerships and leverages community resources so strategies are reinforced at home, while staff receive professional development on de-escalation, disability awareness, and behavior management. Data-driven tracking of suspension patterns ensures continuous improvement, enabling the school to reduce avoidable suspensions, prevent repeated behaviors, and support the re-engagement and well-being of students most at risk.	3.3 (Suspension Rate) 3.4 (Expulsion Rate) 3.10 (PD Sessions)
3.2	**Action:** Annual Communication Planning **Need:**	The Annual Communication Planning action addresses this need by establishing structured feedback and engagement systems that ensure student, family, and staff input directly informs	3.14 (Engagement Events) 3.15 (Engagement Events) 3.18 (ParentSquare Engagement)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Data from the WASC self-study shows that while families report high satisfaction with school responsiveness (88%) and safety (97%), students' perception of school connectedness, though improved, remains lower at 52%. Additionally, awareness of support services varies across student groups, particularly for Students with Disabilities, English Learners, and Black/African-American students. This gap indicates that while the school has effective programs in place, inconsistent communication limits equitable access to academic supports, extracurricular opportunities, and social-emotional resources, which can affect engagement, belonging, and academic success for high-need student groups. **Scope:** LEA-wide	school decision-making. By creating a consistent communication schedule for updates on meetings, events, and surveys, the school strengthens awareness of available programs and supports, particularly for Students with Disabilities, English Learners, and other high-need groups. Additionally, using student survey feedback to highlight high expectations and celebrate progress reinforces a culture of support and belonging, helping students feel seen and connected, while family-focused communications ensure equitable access to resources and involvement in academic and social-emotional support systems.	
3.3	**Action:** Increase in School Connectedness **Need:** Despite overall gains in school climate and safety, students from critical learner groups—including English Learners (ELs), Low-Income, Foster Youth, Black/African-American students, and Students with Disabilities (SWD)—still experience gaps in school connectedness and a sense of belonging. While perception data shows positive trends (e.g., "School Connectedness" increased to 52% in 2024-25), targeted analysis highlights that engagement and relational connections	This action strengthens school connectedness by intentionally targeting both students and families from critical learner groups through structured opportunities for engagement, leadership, and representation. Focus groups, interviews, and climate surveys provide data to guide programming that fosters belonging and celebrates diversity, such as school-wide cultural events and student-led initiatives. Family empowerment is central, with workshops, volunteer opportunities, and decision-making roles informed by parent surveys ensuring that families—including ELs, Foster Youth, Low-Income, Black/African-American, and SWD—have meaningful access to participate. Staff training on	3.5 (School Climate Surveys) 3.6 (School Climate Surveys) 3.7 (Parent Participation) 3.8 (Number of Parents who participate in family workshops) 3.9 (PD Sessions) 3.11 (Student Input) 3.16 (Student vs. Staff Demographics)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	remain uneven for these student populations. Additionally, family involvement varies across groups, with some families facing barriers to meaningful participation in school programs and decision-making. The decline in EL enrollment (from 31% to 23%) further suggests that connection and inclusivity efforts for this group require reinforcement. **Scope:** LEA-wide	family partnership and clear, accessible communication tools further supports consistent engagement. By systematically monitoring participation and feedback, MWA ensures that these efforts are both equitable and effective, directly addressing disparities in student connection and family involvement.	
3.4	**Action:** Social-Emotional Learning (SEL) Support **Need:** MWA's data highlights that while overall school climate and connectedness are improving, specific student groups—particularly Students with Disabilities (SWD), English Learners (ELs), and African American students—continue to experience challenges in engagement, behavioral regulation, and attendance. Chronic absenteeism for these groups, though declining, remains higher than average (SWD at 32.6%, African American students at 36.4%), and suspension rates have historically been disproportionately high for SWD, ELs, and Long-Term English Learners. Additionally, restorative practices and behavior interventions have been applied inconsistently, often after incidents rather than preventing them. This demonstrates a need for systematic, proactive social-emotional support that equips students with coping strategies, resilience, and relationship skills before crises	The SEL Support action directly responds to these disparities by providing a tiered, data-driven framework for social-emotional development. Online and in-person tools, along with a structured SEL curriculum, ensure that all students have daily opportunities to practice emotional regulation, conflict resolution, and resilience. Targeted small-group support (Tier 2) addresses students who historically experience higher suspension or absenteeism, such as SWD, ELs, and African American students, offering additional interventions informed by referral and assessment data. Programs like the SEL Academy support students returning from suspension, promoting healthy coping and reintegration. Staff coaching and embedded strategies equip teachers to create inclusive, restorative classrooms while ongoing monitoring of behavior, attendance, and climate data ensures that interventions are effective and equitable across all student groups. This approach builds on MWA's culture of safety and belonging while proactively reducing risk factors for disengagement and disciplinary exclusion.	3.1 (Chronic Absenteeism Rate) 3.2 (Attendance Rate ADA) 3.17 (Staff Satisfaction Survey)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	occur, ensuring all students feel safe, supported, and able to fully engage in learning. **Scope:** LEA-wide		
3.5	**Action:** 504 Coordination and Implementation **Need:** Data from MWA shows that Students with Disabilities (SWD) have historically experienced higher suspension rates and chronic absenteeism compared with their peers, indicating inconsistent access to supports and interventions. While restorative practices and MTSS have reduced overall disciplinary actions, the rising suspension rate for SWD (17.9% in 2023–2024) suggests gaps remain in proactively identifying and addressing individual needs. Additionally, student and parent feedback highlight variability in awareness and access to 504 services, and mental health referrals are not always aligned with student needs. This underscores the need for a more consistent, data-driven system to ensure SWD receive equitable, timely, and effective supports in both academic and social-emotional domains. **Scope:** LEA-wide	The 504 Coordination and Implementation action strengthens systems by standardizing procedures for evaluation, referral, and plan implementation, ensuring compliance with federal, state, and district requirements while reducing inconsistencies across classrooms. By gathering feedback from teachers, students, and families, the school can align supports with actual student needs and improve mental health referral processes. Professional development and data-driven coaching equip staff with the skills to maintain plan fidelity and foster restorative, inclusive classrooms, directly addressing the disproportionality in suspensions and enhancing access to supports that promote both academic success and social-emotional well-being for SWD.	1.2 (Instructional Materials) 1.4 (Adopted standards are implemented) 3.10 (PD Sessions)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.1	**Action:** Language Acquisition Program (ELs) **Need:** In 2023, 53.4% of English Learners (EL) at MWA progressed at least one level on the English Learner Progress Indicator (ELPI), and the school successfully met the reclassification rate goals established in the previous LCAP cycle. To maintain this positive trajectory and ensure continuous linguistic growth, MWA will continue to implement and refine the evidence-based methods that led to these results. With a population of 21% English Learners, MWA exceeds the state threshold of 30 ELs and 15 Long-Term English Learners (LTELs), making this a required LCAP action to ensure equitable access to core content and English language proficiency. **Scope:** Limited to Unduplicated Student Group(s)	MWA will provide EL students with high-quality, designated instruction using California-approved, standards-aligned curriculum to ensure academic vocabulary and language mastery. By continuing the implementation of language acquisition programs as defined in EC Section 306, the school provides a structured framework for linguistic development. Furthermore, ongoing professional development ensures that educators are equipped with the latest pedagogical strategies to support ELs in both designated and integrated settings, fostering a school-wide environment of language support.	Adapted from former action 1.6 1. Ensure all teachers have access to standards aligned curriculum in learning spaces which supports ELs. 2. Designated eld teachers will continue utilizing the Structured English Immersion Program as our Language Instruction Program (LIP) to support ELs in English language acquisition. 3. Bring in consultants to support teachers with implementing effective strategies for ELs and LTELs, including integrated language development, scaffolding, and academic vocabulary instruction.
4.2	**Action:** Language Acquisition Program (LTELs) **Need:**	This action provides LTELs with dedicated, standards-aligned instruction using California-approved materials specifically curated to address advanced language development. By continuing	1.4 (Adopted Standards Implementation) 1.5 (% of Teachers Who Participate in PD)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	While MWA celebrated a 53.4% ELPI progression rate in 2023 and met previous reclassification targets, data analysis indicates a continued need for specialized support for Long-Term English Learners (LTELs). With 10% of our student body classified as LTELs, MWA exceeds the state-mandated threshold of 15 students for required action. These students require targeted linguistic interventions to move beyond intermediate proficiency and achieve full English reclassification, ensuring they can fully access the rigors of grade-level content. **Scope:** Limited to Unduplicated Student Group(s)	the implementation of language acquisition programs as defined in EC Section 306, MWA ensures that LTELs receive the designated support necessary to bridge the gap between social and academic language. Additionally, professional development and consultant support will focus on high-leverage strategies—such as complex scaffolding and academic vocabulary—that are essential for helping LTELs overcome specific hurdles to reclassification.	1.7 (EL reclassification rate) 1.8 (ELPI)
4.3	**Action:** Academic Support (LTELs) **Need:** Internal and state assessment data reveal persistent performance gaps in Mathematics and English Language Arts (ELA) for Long-Term English Learners (LTELs). To master grade-level standards and overcome cumulative learning gaps, these students require consistent, targeted intervention that extends beyond the regular instructional day. Because LTELs were identified for Differentiated Assistance (DA) under Priority 4, and MWA serves a population exceeding 30 ELs and 15 LTELs, this action is a mandated priority to ensure equitable academic outcomes.	MWA will provide intensive academic support through a multi-pronged approach involving specialized tutoring, teacher-led office hours, and strategic partnerships with external educational agencies. While specifically designed to address the DA findings for LTELs in Math and ELA, this action is implemented on a school-wide basis due to MWA's 85% unduplicated student population. This broad implementation ensures that the intervention remains inclusive, reaching English Learners, Foster Youth, and Low-Income students, as well as Students with Disabilities (SWD) who were identified through the school's needs assessment as requiring foundational support in core content areas.	1.9 (ELA CAASPP/GPA), 1.10 (Math CAASPP/GPA), 1.11 (Science CAST/GPA), 1.15 (Social Science GPA), 1.13 (World Language GPA), 1.14 (Health and Wellness PFT/GPA) 2.2 A-G Course Completion 2.12 (Access to a Broad Course of Study)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
4.4	**Action:** Student Support Services for Suspended Students (LTELs) **Need:** Data from the California School Dashboard indicates that Long-Term English Learners (LTELs) at MWA are disproportionately impacted by exclusionary disciplinary practices. Because LTELs were identified for Differentiated Assistance (DA) in Priority 6 (School Climate), there is a documented need to implement specialized behavioral and social-emotional interventions. This action addresses the requirement to reduce suspension rates and provide meaningful academic and emotional continuity for students who are at risk of disengagement due to behavioral challenges. **Scope:** Limited to Unduplicated Student Group(s)	MWA will implement a comprehensive support system that shifts from punitive measures to restorative and proactive interventions. By providing academic and emotional support during and after suspensions, the school ensures that LTELs—including those with disabilities—do not fall behind in their coursework. The action integrates Tier 3 individualized supports, specialized staff training in de-escalation, and enhanced family engagement to create a unified support network. This "upstream" approach addresses the root causes of behavioral issues, such as anxiety and communication barriers, fostering a safer and more inclusive school climate that keeps students in the classroom.	3.1 (Chronic Absenteeism) 3.3 (Suspension Rate) 3.5 (School Climate Surveys - Safety) 3.6 (School Climate Surveys - Connectedness) 3.10 PD Sessions (Intervention for SWD) 3.18 (ParentSquare Engagement)

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

After completing our WASC self-study, reviewing multiple years of local and state data, and engaging in dialog with our community, MWA has identified the actions in Goal 4 (4.1 Language Acquisition Program (ELs); 4.2 Language Acquisition Program (LTELs); 4.3 Academic Support (LTELs); 4.4 Student Support Services for Suspended Students (LTELs)) tp provide targeted interventions to our student populations that are currently showing the most need for additional supports. 21% of students at MWA are English Learners and 10% are Long-Term

English Learners. These actions are limited to the unduplicated students in these subgroups to provide the support needed to close the gap in suspensions and academics.

Additional Concentration Grant Funding

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

MWA is funding Teacher Aides to provide targeted, in-class academic scaffolding; an Associate Director of Career Development and Internship to provide direct mentorship and equitable access to workforce opportunities; and a Program Specialist to deliver specialized interventions and coordinated student supports.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	11314486	3148520	27.827%	0.000%	27.827%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,778,175.00	$800,919.00	$0.00	$500,291.00	$10,079,385.00	$9,367,204.00	$712,181.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Strengthening Tier 1 Instruction for All Students, Especially Our Critical Learners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$1,448,324.00	$10,954.00	$1,379,376.00	$67,716.00	$0.00	$12,186.00	$1,459,278.00	
1	1.2	Enhancing Instructional Capacity and Professional Growth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$1,588,091.00	$182,299.00	$1,103,753.00	$246,066.00	$0.00	$420,571.00	$1,770,390.00	
1	1.3	Improve Academic Outcomes for Critical Learner Groups	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$2,108,321.00	$15,214.00	$1,989,737.00	$127,108.00	$0.00	$6,690.00	$2,123,535.00	
2	2.1	Improve Academic Outcomes for Critical Learner Groups	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$121,921.00	$17,198.00	$129,084.00	$0.00	$0.00	$10,035.00	$139,119.00	
2	2.2	College and Career Pathway Scope and Sequence	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$152,652.00	$12,907.00	$165,559.00	$0.00	$0.00	$0.00	$165,559.00	
2	2.3	Graduation Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$721,492.00	$182,582.00	$904,074.00	$0.00	$0.00	$0.00	$904,074.00	
2	2.4	Postsecondary Readiness Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$134,274.00	$5,291.00	$139,565.00	$0.00	$0.00	$0.00	$139,565.00	
3	3.1	Student Support Services for Suspended Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$557,444.00	$51,709.00	$558,363.00	$15,629.00	$0.00	$35,161.00	$609,153.00	
3	3.2	Annual Communication Planning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$211,479.00	$9,714.00	$215,495.00	$0.00	$0.00	$5,698.00	$221,193.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Increase in School Connectedness	Students with Disabilities	No Yes	LEA-wide				$296,062.00	$151,545.00	$447,607.00	$0.00	$0.00	$0.00	$447,607.00	
3	3.4	Social-Emotional Learning (SEL) Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$771,290.00	$52,562.00	$813,852.00	$10,000.00	$0.00	$0.00	$823,852.00	
3	3.5	504 Coordination and Implementation	Students with Disabilities	No Yes	LEA-wide				$320,477.00	$13,923.00	$0.00	$334,400.00	$0.00	$0.00	$334,400.00	
4	4.1	Language Acquisition Program (ELs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$343,918.00	$919.00	$334,887.00	$0.00	$0.00	$9,950.00	$344,837.00	
4	4.2	Language Acquisition Program (LTELs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$324,695.00	$2,182.00	$326,877.00	$0.00	$0.00	$0.00	$326,877.00	
4	4.3	Academic Support (LTELs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$106,328.00	$3,182.00	$109,510.00	$0.00	$0.00	$0.00	$109,510.00	
4	4.4	Student Support Services for Suspended Students (LTELs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$160,436.00	$0.00	$160,436.00	$0.00	$0.00	$0.00	$160,436.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
11314486	3148520	27.827%	0.000%	27.827%	$8,778,175.00	0.000%	77.584 %	**Total:**	$8,778,175.00
								LEA-wide Total:	$7,846,465.00
								Limited Total:	$931,710.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Strengthening Tier 1 Instruction for All Students, Especially Our Critical Learners	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,379,376.00	
1	1.2	Enhancing Instructional Capacity and Professional Growth	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,103,753.00	
1	1.3	Improve Academic Outcomes for Critical Learner Groups	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,989,737.00	
2	2.1	Improve Academic Outcomes for Critical Learner Groups	Yes	LEA-wide	English Learners Foster Youth Low Income		$129,084.00	
2	2.2	College and Career Pathway Scope and Sequence	Yes	LEA-wide	English Learners Foster Youth Low Income		$165,559.00	
2	2.3	Graduation Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income		$904,074.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Postsecondary Readiness Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income		$139,565.00	
3	3.1	Student Support Services for Suspended Students	Yes	LEA-wide	English Learners Foster Youth Low Income		$558,363.00	
3	3.2	Annual Communication Planning	Yes	LEA-wide	English Learners Foster Youth Low Income		$215,495.00	
3	3.3	Increase in School Connectedness	Yes	LEA-wide			$447,607.00	
3	3.4	Social-Emotional Learning (SEL) Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$813,852.00	
3	3.5	504 Coordination and Implementation	Yes	LEA-wide			$0.00	
4	4.1	Language Acquisition Program (ELs)	Yes	Limited to Unduplicated Student Group(s)	English Learners		$334,887.00	
4	4.2	Language Acquisition Program (LTELs)	Yes	Limited to Unduplicated Student Group(s)	English Learners		$326,877.00	
4	4.3	Academic Support (LTELs)	Yes	Limited to Unduplicated Student Group(s)	English Learners		$109,510.00	
4	4.4	Student Support Services for Suspended Students (LTELs)	Yes	Limited to Unduplicated Student Group(s)	English Learners		$160,436.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,055,874.00	$9,717,179.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Enhancing Instructional Capacity and Professional Growth	Yes	$357,709.00	442456
1	**1.2**	Strengthening Tier 1 Instruction and Differentiation	Yes	$1,900,765.00	1978432
1	**1.3**	Enhancing Progress Monitoring and Data Analysis	Yes	606728	717215
1	**1.4**	Improve Academic Outcomes for Special Education Students	No	$698,901.00	847929
1	**1.5**	Enhancing the Learning Environment for English Learners Through Staff PD	Yes	404371	474547
1	**1.6**	Language Acquisition Program	Yes	560462	612471
1	**1.7**	Academic Support	No	145746	78907
2	**2.1**	Vertically Aligned Systems for Seamless College and Career Support	Yes	$721,404.00	780181

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	2.2	College and Career Pathway Scope and Sequence	Yes	$701,223.00	743903
2	2.3	Graduation Pathways	Yes	$622,613.00	796641
2	2.4	Postsecondary Readiness Pathways	No	150000	85000
3	3.1	Student Support Services for Students that are Suspended	Yes	621551	671695
3	3.2	Integrated Family Engagement	Yes	$472,093.00	527912
3	3.3	SWD Suspension Rate Reduction	No	$270,413.00	322114
3	3.4	Increase in School Connectedness	Yes	$492,368.00	574227
3	3.5	SEL Support	Yes	$248,978.00	0
3	3.6	504 Coordination and Implementation	No	$80,549.00	63549

2025-26 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)
3012829	$7,710,266.00	$8,319,680.00	($609,414.00)	0.000%	47.000%	47.000%

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)
1	1.1	Enhancing Instructional Capacity and Professional Growth	Yes	357709	442456		24%
1	1.2	Strengthening Tier 1 Instruction and Differentiation	Yes	1900765	1978432		4%
1	1.3	Enhancing Progress Monitoring and Data Analysis	Yes	606728	717215		18%
1	1.5	Enhancing the Learning Environment for English Learners Through Staff PD	Yes	404371	474547		17%
1	1.6	Language Acquisition Program	Yes	560462	612471		9%
2	2.1	Vertically Aligned Systems for Seamless College and Career Support	Yes	721404	780181		
2	2.2	College and Career Pathway Scope and Sequence	Yes	701223	743903		
2	2.3	Graduation Pathways	Yes	622613	796641		
3	3.1	Student Support Services for Students that are Suspended	Yes	621551	671695		
3	3.2	Integrated Family Engagement	Yes	472093	527912		
3	3.4	Increase in School Connectedness	Yes	492369	574227		
3	3.5	SEL Support	Yes	248978			

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
11662691	3012829	0	25.833%	$8,319,680.00	47.000%	118.336%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted 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, target 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.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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