

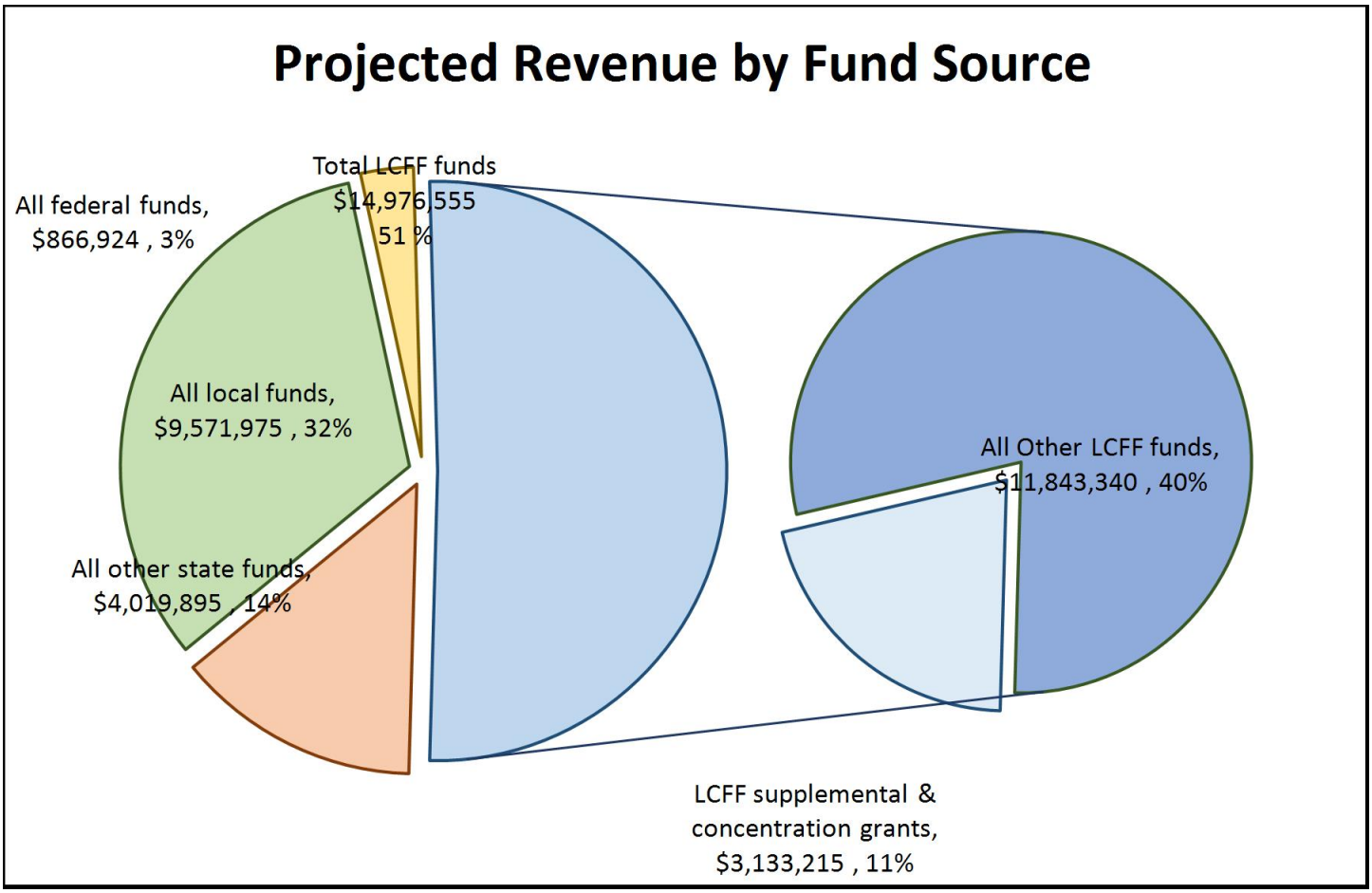
Learn. Graduate. Give Back.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Making Waves Academy
CDS Code: 07100740114470
School Year: 2024-25
LEA contact information:
Alton B. Nelson, Jr.
Chief Executive Officer
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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 2024-25 School Year

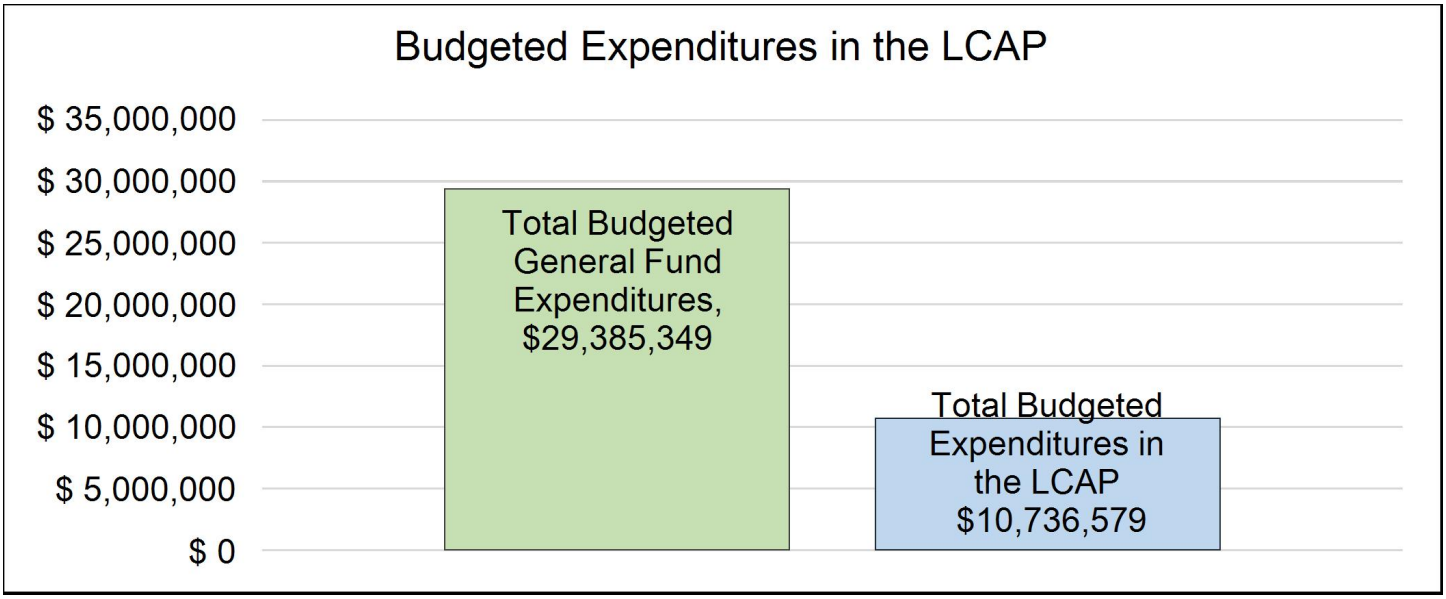


This chart shows the total general purpose revenue Making Waves Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Making Waves Academy is $29,435,349, of which $14,976,555 is Local Control Funding Formula (LCFF), $4,019,895 is other state funds, $9,571,975 is local funds, and $866,924 is federal funds. Of the $14,976,555 in LCFF Funds, $3,133,215 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 Making Waves Academy plans to spend for 2024-25. 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: Making Waves Academy plans to spend $29,385,349 for the 2024-25 school year. Of that amount, $10,736,579 is tied to actions/services in the LCAP and $18,648,770 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures not included in the LCP include Information Technology, Rent, Operations, Student Food, Faculty and Staff Professional Development, , Support Staff, Leadership Salaries, liability insurance, and General Instructional Materials.

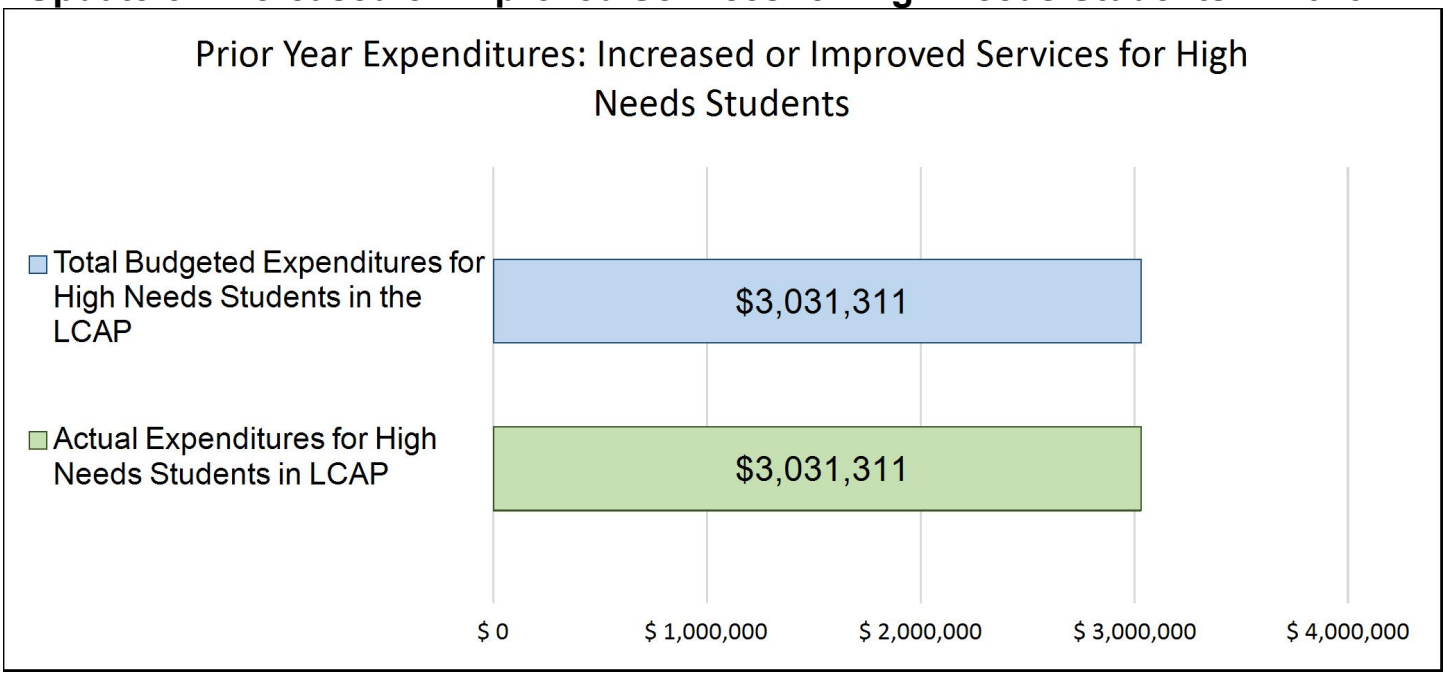
Projected local funds include $311,751 from Measure G Parcel Tax, and $9,050,224 from Philanthropic Contributions.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Making Waves Academy is projecting it will receive $3,133,215 based on the enrollment of foster youth, English learner, and low-income students. Making Waves Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Making Waves Academy plans to spend $3,133,215 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 2023-24



This chart compares what Making Waves Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Making Waves Academy 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 2023-24, Making Waves Academy's LCAP budgeted $3,031,311 for planned actions to increase or improve services for high needs students. Making Waves Academy actually spent $3,031,311 for actions to increase or improve services for high needs students in 2023-24.



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2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Making Waves Academy	Alton B. Nelson, Jr. Chief Executive Officer	anelson@mwacademy.org 510-262-1511

Goals and Actions

Goal

Goal #	Description
1	Basic Conditions: Provide an effective infrastructure and systems to support basic conditions of learning (credentials, facilities, and instructional materials) to be met or exceeded.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards-aligned instructional materials in all subject areas	Aligned curriculum in ELA, Science, Spanish, Health and Wellness, Art, Music.	100% of students have access to standards-aligned curriculum and materials in all subjects (2021 SARC).	100% of students have access to standards-aligned curriculum and materials in all subjects (2022 SARC).	100% of students have access to standards-aligned curriculum and materials in all subjects (2023 SARC).	Standards-aligned, culturally responsive curriculum in all content areas.
Human Resources: Percent of teachers who are credentialed and appropriately assigned	Original: Our systems are built, and being implemented. Revised: 75% in 2019-20 (SARC)	75% in 2020-21 (SARC) 74% in 2021-22 (internal data)	82% in 2022-23 (internal data)	58.32% (AY 22-23 data - 23-24 SARC)	100% of teachers appropriately assigned and making adequate progress towards their credential pathway.
Original: Schedule for routine maintenance of key structural, equipment, appliance and operational elements of the facility.	Original: Our systems and approach is being implemented. Revised: All facilities systems rated “Good”; overall rating of “Exemplary.” (2020 FIT)	All facilities systems rated “Good”; overall rating of “Exemplary.” (2021 FIT, reported in SARC)	6 facilities systems rated "Good" and 2 rated "Fair"; overall rating of "Good" (2022 FIT)	95.81% for the Middle School (“good”) 95.97% for the Upper School (“good”) (Aug 2023 FIT)	Original: Buildings remain in good repair. Revised: Maintain all facilities systems rated "Good"; overall rating of "Exemplary" on FIT.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Revised: Results of annual Facility Inspection Tool (FIT)					
Teacher retention rate	Retention rate from 2020-21 to 2021-22 school year was 74%	n/a (first year of implementation of this metric)	Retention rate from 2021-22 to 2022-23 school year was 58%	67.2% (AY 22-23)	Meet a minimum retention rate of 80%.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Credentials: The Human Resources Department collaborated with the principal and other school leaders, utilizing the credential database and tailoring teacher plans to identify teachers who needed monitoring and support. Throughout the 1st semester, HR conducted monthly meetings with teachers, adjusting the frequency based on individual needs and progress.

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

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

Teacher Residency Program: This is the second year we have had external mentors through the Contra Costa County Office of Education (CCCOE) New Teacher Induction Program rather than having MWA faculty serve as mentors. We have done this to ensure that our teachers have more time to focus on their instructional core responsibilities and develop their leadership skills as grade level or content leads.

This year we intended to shift to Math 180 in IXL, but this did not happen. However, we believe that training in Math 180 and Lexia is highly needed for next year if this is to be continued as utilization and engagement are inconsistent after grades 5 and 6.
The Social Emotional Learning (SEL) online system and curriculum, Nearpod, was purchased and adopted for the current school year, but was not used as intended in advisory classes. Some contributing factors for falling short of our initial goal include: a high number of new teachers in the middle school, transitions of key leaders over the past few years, and a lack of leaders with the knowledge and skills to teach Responsive Classroom. While we were not able to fully roll out Nearpod according to our vision, we did see some exciting developments this year. Our new middle school Student Activities Coordinator has helped support more coordinated support for student clubs and activities in the middle school. This year was the first year that the middle school had a full-time activities coordinator. Our intersessions (Marlin Academy) utilized Math and Read 180 which helped us gather information that we could use for larger implementation next year. The Gifted and Talented program was relaunched after a year of pause so that identified teachers could become state-certified in curriculum and instruction. We currently serve select 5th-6th graders in a state-mandated afterschool program, Extended Learning Opportunity (ELO).

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

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

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

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

1.2 - Facilities Conditions and Review Plan:
While we did not meet our goal of gaining an overall "Exemplary" rating on FIT, we have acknowledged that this was an unrealistic goal to set, as this would require for us to achieve a 99% rating. As such, this action was highly effective in our actions related to Facilities. Our FIT

scores showed a small increase this year and we are actively working to improve them further. All of our preventative maintenance has been completed on schedule and there have been no major facilities incidents that have interrupted learning. All of our classrooms and open learning spaces are furnished adequately.

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Implementation of Academic Standards: Build teacher and leader capacity to effectively develop, implement, and refine vertically-aligned, standards-based learning for all students, including English Learners

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELD training and progress monitoring	Money allotted in the budget is utilized for state purposes for equipment, materials, and training. 80% or more of the Professional Development plan is implemented 100% or more of the progress monitoring system for English Language Development is implemented.	100% of the Semester 1 Professional Development plan was implemented with fidelity (2021-22). 100% of progress monitoring system for English Language Development implemented (2021-22).	100% of the Semester 1 Professional Development plan was implemented with fidelity (2022-23). 100% of progress monitoring system for English Language Development implemented (2022-23).	ELD PLC attendance has been 75%; School-wide PD sessions on vocabulary strategies	Original: All staff are coached regularly on implementation of ELD professional development. Revised: All appropriate staff delivering ELD support are evaluated and meet expectations for proficient instruction and support.
English Learner Progress Indicator (ELPI) (percent making progress toward	44.8% (2019 ELPI) ELPI was not calculated on the California School Dashboard in 2020 or	n/a (first year of implementation for this metric)	49.8% (2022 ELPI)	59.70% (CA State Dashboard)	50% “making progress” on English Language Progress Indicator (ELPI).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Proficiency)	2021 due to COVID-related suspension of some dashboard elements; however, 39% scored level 3 and 24% scored level 4 on 2021 Summative ELPAC.				
English Learner (EL) reclassification rates	Original: 70% of ELs reclassify by end of 8th grade. Corrected: 55% of Wave 21 ELs reclassified by end of 8th grade (2019-20). 13% of MWA English Learners (all grades) reclassified (2019-20).	36% of Wave 22 ELs reclassified by the end of 8th grade (2020-2021). 9% of MWA English Learners (all grades) reclassified (2020-21).	19% of Wave 23 ELs reclassified by the end of 8th grade (2021-22) [internal numbers] 11% of all MWA English Learners (all grades) reclassified in 2021-22	20% (2023-24)	Original: 80% reclassification rate by 8th grade 20% annual reclassification rate (all grades) Revised: 65% of ELs reclassified by 8th grade. 20% annual reclassification rate (all grades)
Standards-based professional development	42% of teachers reported that a professional development session increased their understanding of a core competency for teaching and learning. (2021-22 school year, August PD survey)	n/a (first year of implementation of this metric)	55% of teachers surveyed agreed or strongly agreed that this year's MWA Professional Development has directly impacted their classroom instruction or learning environment. (2022-23)	79.2% (TNTP Workshops AY 23-24)	80% of participants believe the professional development session will directly impact their classroom instruction and/or learning environment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math coaching and professional development	80% of our math teachers participated in targeted math professional development, including individual coaching. (2021-22)	n/a (first year of implementation of this metric)	All math teachers are observed and receive coaching from an instructional leader. All math teachers participate in regular weekly professional development and/or professional learning community. Not all math teachers have received targeted professional development in mathematics yet. (2022-23)	100% of our math teachers participated in targeted math professional development. (2023-24)	100% of math teachers will participate in a cadence of math coaching in conjunction with our teaching and learning cycle.

Goal Analysis

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

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

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

Integrated ELD resources are made available to all staff through the ASST website. Vocabulary instruction was identified as a priority for ELs, and teachers are required to identify which vocabulary words are being taught as well as EL-specific accommodations on WAAGs. Integrated ELD PD sessions throughout the year targeting academic vocabulary development, close reading/novel study, and other linguistic supports.

One whole group professional development (PD) session was held for all ELPAC proctors, with follow-up PDs for individual groups during the ELD Professional Learning Community (PLC) spaces. Families of ELs have been provided reclassification support/notification through

monthly ELAC meetings (with topics including reclassification policy, supporting literacy development, and ELPAC testing), EL progress reports that document progress towards reclassification, and the MWA ELAC website.

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

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

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

All math teachers participated in curriculum training at the beginning of the school to specifically support the use of the curriculum (Carnegie Learning - upper school) and Open Up (middle school). Additionally, Carnegie Learning provides virtual coaching to teacher teams around teaching and pacing the three core courses: Algebra 1 & 2 and Geometry). The Math Lead teacher has implemented co-planning sessions since the beginning of the year and acts as the instructional coach. Both middle school and upper school have received training adaptive learning components of curriculum (Mathia & IXL). The math coaches in both middle school and upper school have received training from Instructional Partners around conducting observations and providing feedback to teachers around alignment of lessons to the rigor of the CA Common Core standards.

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

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

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

2.1 - ELD Data Analysis and Implementation of Success Metrics:
Students and parents were provided with EL progress reports that allowed them to track their progress towards reclassification at different points in the year. Teachers were also provided with EL data and aligned designated supports. With an ELPI rating of 59.7% MWA met and

exceeded our goal. There is still room for improvement in this action, leading to it being somewhat effective. We will continue next year with additional time for teachers to update plans along with EL students.

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

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

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

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

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

Additionally all math teachers were offered additional IXL training off-site and those who received support and coaching showed higher use of the program in their respective classrooms to support core instruction, capture formative data, and make summative tests. Every math

teacher received bi-monthly coaching, most showing progress from their first to second evaluation cycles. While this action was effective, there is a missed opportunity due to vacancies for the 8th grade.

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

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

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

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

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

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

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

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

The key for successful performance on the state Dashboard is ensuring academic instruction and support are aligned with grade level, curricular standards for California. Additionally, providing opportunities for differentiated support within the core day and within all classrooms supports all learners (English learners and students with disabilities) to have access to grade level standards and opportunities to make academic progress. Aligning Implementation of Academic Standards is critical to achieving and making progress towards our WASC Goal 1,

and thus our new LCAP Goal 1: Support for All Learners. Feedback on standards-based instruction is critical to align practices with outcomes so the substance of this goal will be carried forward in our new LCAP.

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

Goals and Actions

Goal

Goal #	Description
3	Family Partnerships: Promote, increase, and deepen participation in family engagement events and opportunities for parent and guardian engagement through intentional and mission-aligned opportunities for involvement and expanded avenues for family input on school decision-making.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance data for family meetings	"Good" family participation (2020-21)	We saw increased family participation in parent meetings (Saturday parent meetings, monthly coffee talks and “chat and chew” parent workshops) in AY21-22 compared to previous school-year.	We had a return to some on-campus parent events starting in October (Saturday parent meetings, Advisory-family conferences), as well as opportunities for parent volunteering on campus. Initial turn-out was low (especially compared to pre-covid), but represents a good start. Some other events remained virtual (on zoom), to give a variety of options.	Parent Participation in Events: Back to School Day-36 Saturday Parent Meetings-18 Parent Education Workshops-11 ELAC-11 LCAP-9 Advisor Family Conferences-7 (MWA School Climate Survey for Families-February 2023)	Original: "Strong" family participation. We hope to see increased participation in family engagement events. Revised: “Strong” parent participation (80% or more families participate in family meetings.) We hope to see increased participation in family engagement events.
Parent Climate Survey data	68% of parents agreed that MWA is responsive to their concerns.	n/a (first year of implementation of this metric)	83% of parents agreed that MWA is responsive to their concerns.	89% of parents agree/strongly agree that MWA is responsive to	80% of parents feel MWA is responsive to their concerns and express satisfaction

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

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Assistant Principal(s) participate and co-plan parent engagement events for their cluster, including Parent/ Guardian Talks (held monthly), 3 Parent/ Guardian Workshops held 3x per year and a Back to School Event held in September each year. The organizational structure allowed families to become familiar with Assistant Principals and voice concerns and/or suggest needed areas of support for family engagement. Parent Talks provided via Zoom 2 per month (morning and evening), each month, starting in October, 2023.
School Climate Survey: 54 parents completed the survey.
5th Grade - 11%
6th Grade - 18.5%
7th Grade - 24.1%
8th Grade - 16.7%
9th Grade - 29.6%
10th Grade - 24.1%
11th Grade - 20.4%
12th Grade - 5.6%

Master Calendar is updated with events for the entire year by/ before the start of the school year and updated regularly. Parent Square, communications system, is consistently used to remind parents of upcoming events - thought the cadence of messaging could be more regular/ and/ or frequent. A system has been developed for parent volunteering and some parents participate in campus supervision after receiving Livescan/ DOJ (fingerprinting) clearance.

In the fall, the CEO hosted 2 informational meetings and one in-person meeting to discuss re-launching the Parent Wave Reps. The idea of hosting elections was dispensed with in order to be more inclusive. The idea was to share a Parent Wave Rep commitment form and ask those interested to review and commit to these expectations. We would also try to have representation among all grade levels/Waves. The initial meeting only drew about 4 parents, not enough to get started.

There have been three ELAC meetings this year, with topics including reading fluency and progress monitoring. Attendance for each of these meetings was between 10 to 30 attendees, which is consistent from last year, with the majority of families representing middle school students. While most ELAC meetings are held virtually over zoom, the October meeting took place on campus in an effort to create more community among parents. The ELD Coordinator has begun partnering with the Parent Coordinator to begin assessing ways to bring more families into the ELAC space; One potential block that has been identified is ELAC meeting timing. Currently, we are working on surveying parents regarding meeting time and location preferences. In addition to ELAC meetings, parents of ELs receive EL-specific progress reports that detail student achievement and progress towards reclassification.

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

An Outreach Protocol was developed and reviewed 2x with the faculty, which provides the steps and details of accessing translation and interpretation services for parent-advisor conferences and family meetings.
Translation and documents that require translation are processed through the school's internal system and communicated to parents and guardians.

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

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

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

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

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

3.3 - Family Engagement Marketing:
The Master Calendar was updated with events for the entire year by/ before the start of the school year and updated regularly. Parent Square, a communications system, is consistently used to remind parents of upcoming events - though the cadence of messaging could be more regular/ and/ or frequent. A system has been developed for parent volunteering and some parents participate in campus supervision after receiving Livescan/ DOJ (fingerprinting) clearance. Parents have shared that they would like for the process of registering to volunteer to be simplified, however MWA is hesitant to make this change as to prioritize student safety.

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

3.5 - School-Home Communications:
ParentSquare has been an effective source of communication with families. In LCAP Advisory Group sessions, parents have often indicated that they enjoy ParentSquare, and would like to receive even more communication through the platform -- this was also indicated in the LCAP feedback survey. This platform allows all messages to be translated into desired language providing access to all of our families that use the platform. Platform usage is as follows:
Middle School Participation: 97 Staff; 573 Students; 1199 Parents;
5th Grade-10 Staff; 111 Students; 267 Parents
6th Grade-12 Staff; 152 Students; 387 Parents
7th Grade-10 Staff; 153 Students; 343 Parents
8th Grade-10 Staff; 157 Students; 344 Parents
The Upper School Participation: 105 Staff; 513 Students; 1036 Parents
9th Grade-27 Staff; 150 Students; 335 Parents
10th Grade-34 Staff; 135 Students; 282 Parents
11th Grade-34 Staff; 151 Students; 328 Parents
12th Grade-28 Staff; 77 Students; 182 Parents

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

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

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

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

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

We will conduct surveys based on engagement events as a way of discovering what support is needed to best engage parents. These surveys will be shared at the events themselves as well as on ParentSquare.
MWA will continue to document the home language and use all available services including translation, interpretation, and ParentSquare.

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

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

Goals and Actions

Goal

Goal #	Description
4	College and Career Readiness: Support student achievement so that each learner can make progress toward high school completion and have opportunities to demonstrate college and career readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High school graduation rate	Original: 90% or higher graduation rate for seniors Corrected: 4-year graduation rate: 93.8% (2019-20) 5-year graduation rate: 98.6% (2019-20)	4 year graduation rate: 88.5% (2020-21) 5-year graduation rate: 97.8% (2020-21)	4-year adjusted cohort graduation rate: 86.6% (2021-22) 5-year graduation rate: 94.2% (2021-22) (Dataquest)	4 year graduation rate: 86.9% 5-year graduation rate: 90.9% (2022-23)	Original: 95% or higher Revised: 4-year graduation rate: 95% 5-year graduation rate: 98%
Drop-out rate	Original: less than 7% drop out Corrected: 1.2% (2019-20; Data-quest, 5 year cohort outcome)	1.1% (2020-21) (Data-quest, 5 year cohort outcome)	4.8% (2021-22) (Dataquest, 5-year cohort outcome)	US 5.3% . MS 0%. (2022-23)	<1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	98.8% (2019-20) 93.5% (2020-21)	n/a (first year of implementation of this metric)	95% (2021-22)	100% (2023-24)	95%
College and Career Indicator (CCI): Percent identified as "Prepared" on CCI	60.8% (2019) This metric is not currently published on the state Dashboard due to suspension of some elements during COVID-19. That said, a local projection shows that 37% of current seniors might have qualified as “prepared” in CCI	n/a (first year of implementation of this metric)	Local projection shows that at least 43% of current seniors might qualify as “prepared” in CCI based on a combination of A-G completion and 2022 SBAC scores criteria or AP exam results. (2022-23)	54.7% (2022-23)	70%

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

Goal Analysis

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

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

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

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

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

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

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

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

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

4.1 - Graduation Pathways:
The Graduation Pathways action has been effective at MWA during the 2023-24 school year. Creating individualized education plans with students has aided students in understanding graduation requirements, although only seniors and students with high-needs were prioritized. We did not meet either our 4-year or 5-year graduation rate goals. Students and faculty have been provided with trainings and support when it comes to upper school graduation requirements, college admission criteria for UCs and CSUs, CTE opportunities, and school advisors' role in supporting student progress towards graduation that have been effective in clarifying graduation requirements.
All students are programmed for courses that meet MWA requirements. We did not meet our goal for upper school dropout rates, but we did meet our goal for middle school. Our next LCAP will update our goals to make sure they are SMART goals - Specific Measurable, Attainable Realistic and Timely.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	Student Engagement: Support student engagement, increased student attendance, and retention of students at Making Waves Academy from 5th grade through high school graduation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance [ADA] rates	Original: 95% ADA Corrected: 96% ADA (2018-2019; last full year of in-person instruction) 91.8% ADA (2020-21; distance learning, internal data).	88.3% ADA (as of 6/1/22) (internal data)	92.7% ADA as of 6/6/23 (internal data, Schoolzilla)	93.7% (as of 6/3) (2023-24)	97% ADA
Chronic Absenteeism rates (% who are absent, excused or unexcused, more than 10% of school days)	7.3% (2018-19)	23.8% (2020-21) (Dataquest) 51.0% (as of 6/1/22) (internal data; numbers impacted by quarantines)	Overall: 25.3% as of 6/6/23 (internal data, Schoolzilla) Black/African American: 40.6% Latinx/Hispanic: 23.8% English Learners: 22.8% Students with Disabilities: 31.0%	20.2 (2023-24)	15.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Socioeconomically Disadvantaged: not yet available		
8th grade retention rates	Original: 85% or more of 8th graders matriculate to Upper School Corrected: 97% of 8th graders matriculated to the upper school (2019-20)	96% of 8th graders matriculated to the upper school (2020-21)	96.9% of 8th graders matriculated to the upper school (2021-22)	92% (2022-23)	Original: 90% or more 8th graders matriculate to upper school Revised: 95% or more 8th graders matriculate to upper school
Upper school retention rates	Original: 90% or higher retention rate from 9th-12th grades Corrected: 98% retention rate in upper school (2019-2020)	96% retention in Upper School (2020-21)	93.1% retention in upper school (2021-22)	93.9% (2022-23)	Original: 90% retention rate in upper school Revised: 96% retention in upper school

Goal Analysis

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

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

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

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

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

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

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

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

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

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

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

5.2 - Attendance: SARB/SART Process:
ParentsSquare communications and direct family communications have been effective. For the same reason as stated above, this action is considered to be effective.

5.3 - Student Enrollment, Retention Rates, and Transfers:

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

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

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

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

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

Additional MWA communications with families on student attendance will be shared through ParentSquare on daily absence notifications, SART Letters to students who meet the truancy threshold bi-weekly, SART meetings with families of truant students, and making daily calls to families of students with unexcused absences
As an additional layer of communication, families will be provided with an organizational chart with contact information that indicates who they can contact for specific areas throughout the school.

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

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

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

Goals and Actions

Goal

Goal #	Description
6	School Climate: Create a safe and inclusive environment of achievement and student success, informed through the lens of diversity, equity, and inclusion, to holistically support students and adults, and maintain a healthy school climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development calendar, meeting notes, and surveys	PD Calendar reflects Social Emotional Well-Being training for faculty and families. (2020-21)	2021-22 PD calendar reflects implementation of August training on Notice/Talk/Action protocol and on-going mindful education trainings throughout the year.	Seven Friday Professional Development sessions in 2022-23 are focused on SEL or School Culture/Climate topics.	79.2% of teachers report that PD will impact their classroom instruction and/or learning environment(TNTP Workshops AY 23-24)	PD Survey data shows that stakeholders find training to be beneficial to practice and student outcomes.
Social Worker student survey	93% of students surveyed who received on-going services reported the services helped them learn new strategies to manage their problems/concerns or led to a positive behavior change. (2021-22)	n/a (first year of implementation of this metric)	87% of students surveyed who received ongoing services reported the services helped them learning new strategies to manage their problems/concerns or led to a positive behavior change (2022-23)	MWA Skills Academy on Anxiety End of Lesson Survey: 85% of students report that the skills academy helped their anxiety "Moderately" or "A lot" 54% report that meeting with the group or learning the skill helped "A lot" and 100% reported that it helped "moderately" or "a lot"	95% or more of students who received on-going services reported the services helped them learn new strategies to manage their problems/concerns or led to a positive behavior change.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Social Worker Referrals (was: Holistic Services referrals)	93% of students who were referred to the Holistic Services Department received support services or were connected with support services. (2021-22, as of 3/11/22)	n/a (first year of implementation of this metric)	77% of students who have been referred by staff for Social Worker services have received services (2022-23, as of 4/10/23)	144 students or 13% of students have been referred. 80% of students have received and/or were connected with support.	95% of students who are referred to the Holistic Services department receive support services or are connected with support services.
School Climate Survey	Original: 85% of students and parents indicate through the survey that MWA is safe, there is connection to the mission, and they feel seen and heard Corrected: More than 60% of Wave Makers feel that MWA facilitates an environment where they feel safe, can be themselves, celebrated/praised, feel valued/important, and supported to address and resolve harm (2020-21 local indicators)	56% of Upper School students and 63% of Middle School students surveyed indicated they feel school connectedness (feel safe at school, feel closeness to people at school, feel part of the school, happy to be at school, treated fairly). (2021-22, California Healthy Kids Survey [CHKS]) 72% of parents surveyed indicated they feel their student is safe at MWA and 69% indicated that MWA is responsive to their concerns and questions. (May 2022	49% of students (43% of Upper School students and 52% of Middle School students) surveyed indicated they feel school connectedness (feel safe at school, feel closeness to people at school, feel part of the school, happy to be at school, treated fairly). (2022-23 MWA School Climate Survey). 87% of parents surveyed indicated they feel their student is safe at MWA and 83% indicated that MWA is responsive to their concerns and	US (54%) MS (56%) Parents (88.9%) indicated that they feel the school is safe on the School Climate Survey. US (43%) & MS (52%) students Parent average over all grades (17.6%) indicate that there is a sense of connectedness on the MWA campus. 89% of parents agree/strongly agree that MWA is responsive to concerns and questions.	Measure student and parent responses with respect to safety and connectedness with a goal of 80% or more of our students and parents feeling that MWA is safe, that they feel a strong connection to the mission, and they feel seen and heard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Parent Climate Survey)	questions. (March 2023 Parent Climate Survey).	87% of parents feel satisfied with opportunities for parent participation and input at Making Waves Academy.	
Suspension rate (percent of students who were suspended for at least 1 day)	5.9% (2019-20, Dataquest)	0% (2020-21 [distance learning], Dataquest)	Overall: 9.8% (2021-22, CA School Dashboard) Black/African American: 27.8% Latinx/Hispanic: 7.8% English Learners: 8.5% Students with Disabilities: 7.4% Socioeconomically Disadvantaged: 10.1%	14.9% (2023-24) (Schoolzilla)	<5% (overall and in both divisions)
Expulsion rate (Dataquest)	0.2% (2019-20)	0% (2020-21)	0.1% (2021-22)	0.43% (2022-23)	0%

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Friday Professional Development included 4 different sessions that were dedicated to Culture and Discipline this school year The newly developed Instructional Playbook also includes 5 cultural practices that teachers receive ongoing feedback and support with while they are

learning to implement them. In addition, a Dean of Restorative Practices is in place for each division and we have increased the number of restorative circles among students with their deans.

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

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

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

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

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

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

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

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

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

6.3 - Safety and Connectedness:

MWA did administer the semi-annual Culture and Climate surveys to students and parents. Additionally, data was shared with the community consistently throughout the year. The data collected from the surveys indicated that we did make some progress in the areas of school connectedness and academic motivation as a whole but we also saw a small drop in our score for “feeling safe” at school. While we did not meet our goal in terms of the percentage, we are encouraged by the progress we made. The results from the survey will be used to inform approaches for the 2024-25 school year.

6.4 - Support Team:
Maintained additional Social Worker, to help students and families connect with site-based and off-site service providers to seek targeted support. There was a lead SW and SW for MS and US that had a caseload of students that were seen weekly and or biweekly along with a waiting list of additional students.. MWA developed a pilot School Social Work intern program to support the Social Worker department in building capacity to serve student needs. A sports psychologist and SW interns assisted with the overload of students. Ongoing training of MWA Social Workers, both internally and externally, was provided to be able to help address more severe student issues and locate community resources for families in need. These community resources included housing resources and food distributions. MWA has had a contract with FPA consulting this year to provide psychological services to students by licensed therapists. This therapist would see students regardless of whether or not they had a diagnosis. Students receiving services were referred by teachers, identified in SST meetings, and/or had excessive behavioral referrals. The team, therapist, SW, Behavioralist, nurses, and Deans would meet weekly to debrief on students, services, identified needs, and overall progress. MWA explored community partnerships to potentially provide additional Tier 1 and Tier 2 services (e.g., prevention education or psycho-education). MTSS was not implemented last school year, however we had our contracted consultants who led the prevention services and psyche education groups.

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

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

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

6.8 - Cultural Celebrations:
Throughout the year, beginning in August, there are multiple activities/events that celebrate cultures and diversity in both the middle and upper school divisions. The calendar is posted on the school website for the MWA community to view. Some of the celebrations include: ASB

Retreat, Welcome All School Meeting, Fall Festival, National Hispanic Heritage Month (and Raices Extended Lunch celebrations), Spirit Week, Pep Rally, Fall Dance/Spooky Hallway, Day of Lights and Door Decorating Contest, Day of Lights Potluck, Academic/Core Value Awards Ceremony, Black College Expo Trip, Black History Month/BSU Assembly, Spring Dance, Spring Festival, Prom, and Senior College and Career Decision Day. There has been consistent participation throughout the year across all grades.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
7	Course Access: In order to prepare all students for college and career, we will maintain and expand access to a broad course of study.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Master schedule	Ensure that students are enrolled in courses that are aligned with MWA requirements for middle school promotion and upper school (high school) graduation.	Middle school: 100% of middle school students are taking courses that fulfill local requirements for 8th grade promotion. (2021-22) Upper school: 97.4% of upper school students are taking courses that fulfill local requirements for high school graduation (including coursework that is consistent with a-g requirements for UC/CSU eligibility, exceeding the minimum state requirements). (2021-22)	Middle school: 99.8% of middle school students are taking courses that fulfill local requirements for 8th grade promotion (2022-23) Upper school: 99.7% of upper school students are taking courses that fulfill local requirements for high school graduation (including coursework that is consistent with a-g requirements for UC/CSU eligibility, exceeding the minimum state requirements) (2022-23)	100% of middle school students taking courses that fulfill local requirements for 8th grade promotion. 100% of upper school students taking courses that fulfill local requirements for high school graduation (Internal/Power School)	100% of students are enrolled in courses at the middle school that meet the state criteria for “course access” and at the upper school (high school) that meet and/or exceed MWA graduation requirements (consistent with a-g requirements for UC/CSU eligibility) through offering a viable but varied set of differentiated courses.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE course enrollment	Original: 10% or more will be enrolled in CTE designated courses. Corrected: 31% CTE participation (AY 2019-20 in 2021 SARC)	27% CTE participation (AY 2020-21 in 2022 SARC)	31% CTE Participation (AY 2021-22, in 2023 SARC)	20% Enrollment (2023-24) (PowerSchool)	Original: 10% or more will be enrolled in CTE designated courses. Revised: 30%

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
8	Academic Growth: Support all learners to achieve growth in academic student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP scores for English and GPA for English	Original: 50% for the middle school and 70% for the upper school pass SBAC and have GPAs above 2.7 Corrected: Overall: 50% proficient Middle school: 46% Upper school: 78% (2018-19 ELA SBAC) ELA GPA: 2.05 (2020-21 Semester 2)	Overall: 39% proficient Middle school: 36% Upper school: 58% (2020-21 ELA SBAC) ELA GPA: 2.63 (2021-22 Semester 1)	Overall: 39% proficient Black/African American: 45% Latinx/Hispanic: 38% English Learners: 12% Students with Disabilities: 20% Economically Disadvantaged 38% Middle School: 34% Upper School: 72% (2021-22 ELA SBAC) ELA GPA: 2.37 (middle), 2.78 (upper) (2022-23 Semester 1)	44% Meeting / Exceeding Standard for ELA (schoolwide CAASPP AY 2022-23) 2.34 (US) / 2.799 (MS) (AY 22-23 S2)	ENGLISH: 70% for the middle school and 80% for the upper school pass the SBAC and have GPAs above 2.7.
CAASPP scores for Math and GPA for Math	Original: 25% for the middle school and 40% for the upper school pass SBAC and have GPAs above 2.7	Overall: 16% proficient Middle school: 16% Upper school: 15% (2021-22 Math SBAC)	Overall: 14.5% proficient Black/African American: 17% Latinx/Hispanic: 14% English Learners: 3%	21% Meeting / Exceeding Standard for Math (schoolwide CAASPP AY 2022-23)	Original: MATH: 50% for middle school and 70% for upper school pass the SBAC and have GPAs above 2.5

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	needed for a-g and have GPAs above 2.5 Corrected: Foreign Language GPA: 3.0 (2020-21 Semester 2; upper school only)				g and have GPAs above 3.0.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Instructors have been provided with the MWA unit plan format and Week-At-A-Glance (WaaG) templates that provide standards, criteria for success, accommodations and modifications for each lesson. Teachers collect work samples and meet with Content Leads every other week to discuss strategies for support and mastery of work.

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

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

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

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

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

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

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

This year, SPED focused on offering more targeted specialized academic instruction (SAI) sections and increased SAI time in the middle school and upper school. In the middle school, SPED “pull outs” occur during homeroom, Flex period, and, for some students, during core day instruction. For students in the US, there are SAI courses taking place during the core day in lieu of an elective; these are geared toward students who require more extensive academic intervention and support. SAI sections during Flex Period are designated for math lab intervention, reading lab intervention, and academic support.

Last year, the middle school implemented the Sonday curriculum, a small group phonics reading intervention program in grades 5-7, and Rewards Intermediate in grade 8. This year, SPED has implemented Sonday in all middle school grades and increased the frequency of Sonday phonics intervention for students who need reading intervention from 3 times a week to 4 times a week as the majority of students are requiring intensive intervention.

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

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

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

8.1 - Tier 1 Instruction:
Greater emphasis was placed on teachers following scope and sequence plans in ELA and mathematics this year in order to provide students with access to grade-level standards. In order to achieve this goal, coaches conducted weekly audits of lesson plan outlines (Week-at-a-Glances or WaaGs), which cited standards, deliverables (criteria for success), accommodations and modifications for each lesson, as well unit vocabulary to be explicitly taught and daily objectives/learning targets. The purpose of the WaaG was to help teachers internalize curriculum Although some Professional Learning Communities (PLCs) examined student work during their bi-weekly meeting times, there was no formal process developed for collecting work samples from critical learners and meeting with Content Leads to discuss strategies to support students towards mastery. Work samples were collected during observations and used in coaching sessions and teacher evaluations.

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

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

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

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

8.6 - Extended (Summer) Learning:
MWA was able to provide credit recovery opportunities for upper school students through Summer 2023. Additionally, MWA made use of ELO grant funds to offer extended summer learning (Marlin Academy). Additionally, MWA did offer Extended School Year (ESY) for students designated Special Education. After reviewing the data from previous years (including summer 2023), MWA determined that summer credit recovery provided an opportunity to recover credits, it was not addressing the root issues related to student learning. As a result, starting with summer 2024 we will not offer credit recovery during the summer but we are integrating credit recovery within the academic year. We will continue to offer Marlin Academy and ESY.

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

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

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

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

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

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

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

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

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

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

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



Learn. Graduate. Give Back.

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
Making Waves Academy	Alton B. Nelson, Jr. Chief Executive Officer	anelson@mwacademy.org 510-262-1511

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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, athletics, parent education opportunities, social-emotional education and support, and 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, and 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 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.

Based on MWA's 2022-2023 data on the California Dashboard, MWA was identified as a school needing Differentiated Assistance in two areas:
1. Suspension rates for Students with Disabilities (SWD), SWD were suspended at a higher rate than general education students
2. Academic Performance (ELA/Math) for Students with Disabilities (SWD), 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 is:
1. Has identified its strengths, weaknesses and root causes in the areas named above.
2. Conducted a deep data dive of MWA's local and state data to identify root causes of the problem.
3. Conducting Empathy Interviews with a small group of students and faculty in Spring 2024 to validate and/or inform changes to the identified root causes.
4. Formulating and conducting small action plans to test our theories on the root causes.
5. Formulating, implementing and assessing 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
October 5, 2023 LWG (LCAP Internal Working Group with Principal, Assistant Principals, College and Career Readiness team, Student Services team, deans, ELD Coordinator, Registrars, CEO (Superintendent), COO, and compliance team)	Meeting via Zoom Agenda shared ahead of time Topic - Introductory Meeting Reviewed the purpose for the LCAP, faculty roles, responsibilities, and timeline for creating the LCAP. Engagement Discussion of how different roles within the school (with a focus on Principal, Assistant Principals, College and Career Readiness team, Student Services team, deans, ELD Coordinator, Registrars) interact with the LCAP. General introduction to the LCAP detailing what it is and the purpose of having one. Detailed responsibilities as they relate to the LCAP. Prepared Working Group members to engage with Parents on the LCAP. Detailed who would be tracking LCAP progress and how.
October 5, 2023 LCAP AG (LCAP Advisory Group with majority parents of low-income and English Learner students)	Meeting via Zoom (Meeting was held after school hours to enable more parent participation) Agenda (English and Spanish) Posted to the MWA website 72 hours in advance of the meeting Meeting reminders sent out to parents before meeting Topic - Group Launch Training and Orientation to the LCAP. Reviewing the group's guidelines and requirements. Training on the Greene Act and Title 1 annual meeting information. Shared scope of the year. Engagement:

	A Spanish interpreter was present for the entire meeting. Group gave space for parents to engage with comments, questions, and feedback during the meeting verbally, during the meeting in the Zoom chat function, as well as through comments in a Google Form survey.
November 9, 2023 LWG (LCAP Internal Working Group with Principal, Assistant Principals, College and Career Readiness team, Student Services team, deans, ELD Coordinator, Registrars, CEO (Superintendent), COO, and compliance team)	>Meeting via Zoom Agenda shared ahead of time Topic - Status Check Reviewed current metrics and progress towards LCAP goals. Reviewed LCAP AG feedback. Engagement: Reviewed metrics and progress towards LCAP goals in alignment with roles and responsibilities previously established in earlier meetings. Prepared Working Group for parent engagement.
November 30, 2023 LCAP AG (LCAP Advisory Group with majority parents of low-income and English Learner students)	Meeting via Zoom (Meeting was held after school hours to enable more parent participation) Agenda (English and Spanish) Posted to the MWA website 72 hours in advance of the meeting Meeting reminders sent out to parents before meeting Topic - Present Updates/Receive input on Goals 1, 3, 5, and 6 Reviewed current progress in metrics and actions related to Goal 1 (Basic conditions), Goal 3 (Family Partnerships), Goal 5 (Student Engagement), and Goal 6 (School Climate). Reviewed how these goals align with school' WASC Goals. Engagement: Meeting materials were provided in both English and Spanish. A Spanish interpreter was present for the entire meeting. Group gave space for parents to engage with comments, questions, and feedback during the meeting verbally, during the meeting in the Zoom chat function, as well as through comments in a Google Form survey.
January 4, 2024 LWG (LCAP Internal Working Group with Principal, Assistant Principals, College and Career Readiness team, Student Services team, deans, ELD Coordinator, Registrars, CEO (Superintendent), COO, and compliance team)	Meeting via Zoom Agenda shared ahead of time Topic - Mid-Year Status Check Reviewed current metrics and progress towards all LCAP goals. Engagement:

	Reviewed feedback from LCAP Advisory Group (Parent) meeting and discussed how to continue soliciting and incorporating educational partner feedback from these meetings. Shared information out in 5-minute recaps of how goals have been progressing, with additional in-depth details available for a deeper dive into each goal. Information for this status check was collected action-by-action including feedback from: • Goal 1 (Basic Conditions) with information from CEO (Superintendent), Director of HR, Director of Operations, Principal, Assistant Principals, Director of New Teacher Development & Support, Middle School Activities Coordinator, and Director of Applied Technology. • Goal 2 (Academic Standards) with information from Principal, Assistant Principal, ELD Coordinator, and Math Content Coordinator. • Goal 3 (Family Partnerships) with information from Principal, Assistant Principals, ELAC Chair, Chief Instructional Officer, Chief Operations Officer, Compliance and Data systems Administrator, Operations Manager, Manager of Compliance, and Director of Operations. • Goal 4 (College and Career Readiness) with information from Compliance and Data Systems Administrator, Associate Director of Academic Advising, Associate Director of College and Careers, CCC Community Members, Student Activities Coordinators, College and Career Coordinator, and Upper School Student Activities Coordinator. • Goal 5 (Student Engagement) with information from Chief Operations Officer, Registrar, Registrar's office, Compliance and Data Systems Administrator, Deans, Student Activities Coordinators, Athletics Director, and Sprots Psychologist. • Goal 6 (School Climate) with information from Deans, Director of Compliance, Registrar's office, Compliance and Data Systems Administrator, Social Workers, AP of Student Support, Chief Operations Officer, and Director of Operations. • Goal 7 (Course Access) with information from Assistant Principal, Principal, Director of Academic Advising, Assistant Director of CCC, Director of CCC, and Director of Operations.

	• Goal 8 (Academic Growth) with information from Principals, Assistant Principals, Compliance and Data Systems Administrator, DCDA, Director of Academic Support Services, Intervention Service Coordinator, Director of Applied Technology, and Director of Special Education.
January 19, 2024 LWG (LCAP Internal Working Group with Principal, Assistant Principals, College and Career Readiness team, Student Services team, deans, ELD Coordinator, Registrars, CEO (Superintendent), COO, and compliance team)	Meeting via Zoom Agenda shared ahead of time Topic - Finalizing the Mid-Year Update Using Status Check, finalized information for the Mid-Year Update Engagement: School faculty/staff compiled information made available for the Status Check into a comprehensive document detailing MWA's overall progress towards our 2022-23 LCAP goals to be shared in the January Board Meeting. Collected information from Finance about where our expenditures were to monitor our financial progress as well.
January 29, 2024 Shared Mid-Year Update with Making Waves Academy Board during a public board meeting	Meeting in-person and available via Zoom Agenda and materials Posted to the MWA website 72 hours in advance of the meeting. Meeting reminders sent out to parents before Meeting Topic - Presented LCAP Mid-Year Update to the board and shared materials publicly Included were: Current metrics, progress towards goals, and mid-year expenditures. Gather further feedback, specifically as to how LCAP progress aligned with over-all school actions.
February 1, 2024 LCAP AG (LCAP Advisory Group with majority parents of low-income and English Learner students)	Meeting via Zoom (Meeting was held after school hours to enable more parent participation) Agenda (English and Spanish) Posted to the MWA website 72 hours in advance of the meeting Meeting reminders sent out to parents before meeting Topic - Present Updates/Receive input on Goals 2, 4, 7, and 8 Reviewed current progress in metrics and actions related to Goal 2 (Academic Standards), Goal 4 (College and Career Readiness), Goal 7 (Course Access), Goal 8 (Academic Growth). Reviewed how these goals align with the school's WASC Goals. Engagement

	Meeting materials were provided in both English and Spanish. A Spanish interpreter was present for the entire meeting. Group gave space for parents to engage with comments, questions, and feedback during the meeting verbally, during the meeting in the Zoom chat function, as well as through comments in a Google Form survey.
February 8, 2024 LWG (LCAP Internal Working Group with Principal, Assistant Principals, College and Career Readiness team, Student Services team, deans, ELD Coordinator, Registrars, CEO (Superintendent), COO, and compliance team)	Meeting via Zoom Agenda shared ahead of time Topic - 2024-25 LCAP Action Drafting Working with Parents to draft new LCAP Goals and Actions. Engagement: Reviewed requirements for the new LCAP, shared goals and educational partners involved in each goal, began drafting actions for each goal. School staff crafted goals specific to their area of focus in alignment with needs they have been seeing and directly engaging with all year long.
March 14, 2024 SELPA consultation	Meeting via Zoom Topic - Consultation on how to meet the needs of our disabled students Discussed our DA (Differentiated Assistance) for our students with disabilities related to suspension rates and Math/ELA achievement. The CEO (Superintendent), Director of SPED, and SELPA contact discussed how we support our students with disabilities, and how we can improve these supports.
March 14, 2024 LWG (LCAP Internal Working Group with Principal, Assistant Principals, College and Career Readiness team, Student Services team, deans, ELD Coordinator, Registrars, CEO (Superintendent), COO, and compliance team)	Meeting in-person Agenda shared ahead of time Topic - Metrics tracked by the LCAP and incorporating additional educational partner feedback Discussed how to incorporate feedback from various educational partners and metrics into new drafted actions to monitor and track progress Engagement Discussed metrics that would need to be included in the LCAP, where these metrics are at, and where we want them to be at the end of the 3-year cycle. Discussion of why certain metrics are important. Discussed incorporating new metrics that can help track specific new goals (namely associated with actions 3.2 and 3.4 from the 2024-25 LCAP). Spoke on what other feedback will be received from various educational partners, including Parents, Parents of Els, Faculty, Staff, and students. Discussed how this will be documented,

	and how this would vary from years prior as to best meet our partners where the are now. Encouraged Working Group members to continue eliciting this feedback from other faculty, staff, parents, and students.
March 15, 2024 MWA staff and faculty professional development (PD) session	Meeting in-person (Session was held during regularly scheduled PD). Agenda and materials shared ahead of time. Topic - Feedback on drafted actions Shared initial drafts of new actions with faculty and staff. Gave an overview of what the LCAP is, why we do it, and what some of the requirements are. Engagement Participants were presented with the drafted actions (from Upper School Assistant Principal, Director of College and Career Counseling, and Assistant Principal of Student Support) and were given the chance to have open dialogue with their peers. Feedback was given verbally to a single representative for each goal who was present to explain the different actions. Feedback was also given via survey where participants rated each action for quantitative feedback, and commented on the goal and actions themselves for more qualitative feedback.
March 21, 2024 LCAP AG (LCAP Advisory Group with majority parents of low-income and English Learner students)	Meeting via Zoom (Meeting was held after school hours to enable more parent participation) Agenda (English and Spanish) Posted to the MWA website 72 hours in advance of the meeting Meeting reminders sent out to parents before meeting Topic - Feedback on drafted actions Shared initial drafts of new actions with faculty and staff. Gave an overview of what the LCAP is, why we do it, and what some of the requirements are. Engagement Participants were presented with the drafted actions (from Principal, Director of College and Career Counseling, and Assistant Principal of Student Support) and were given the chance to have open dialogue with their peers. Feedback was given verbally to the group as a whole, leading to insightful dialogue. Feedback was also given via survey where participants rated each action for quantitative feedback, and commented on the goal and actions themselves for more qualitative feedback.
March 25, 2024< Official LCAP Council (Student group. Students grades 5-12 invited. Students	Meeting in-person Topic - Feedback on drafted actions

grades 6-12 joined)	Shared initial drafts of new actions with students. Gave an overview of what the LCAP is and why it's important. Engagement Students were "Sworn-in" as a part of the Official LCAP Council. Participants were presented with the drafted actions (from Upper School Assistant Principal, Director of College and Career Counseling, and Assistant Principal of Student Support) and were given the chance to have open dialogue with their peers and school leaders to better understand the actions. Feedback was given verbally to a single representative for each goal who was present to explain the different actions. Feedback was also given via survey where participants rated each action for quantitative feedback, and commented on the goal and actions themselves for more qualitative feedback. Students reported that they would like to continue being able to give feedback on official matters like this.
March 26, 2024 ELAC parent group (English Learner Advisory Committee where all English Learner Parents are invited to attend)	Meeting via Zoom (Meeting was held after school hours to enable more parent participation) Agenda (English and Spanish) Posted to the MWA website 72 hours in advance of the meeting Meeting reminders sent out to parents before meeting Topic - Feedback on drafted actions Shared initial drafts of new actions with faculty and staff. Gave an overview of what the LCAP is, why we do it, and what some of the requirements are. Engagement Participants were oriented to the LCAP before we began. Participants were presented with the drafted actions (from Principal, Director of College and Career Counseling, and Assistant Principal of Student Support) and were given the chance to have open dialogue with their peers. Feedback was given verbally to the group as a whole, leading to insightful dialogue. Feedback was also given via survey where participants rated each action for quantitative feedback, and commented on the goal and actions themselves for more qualitative feedback.
March 15-29, 2024 Feedback survey	Feedback surveys detailing drafted LCAP actions were shared to the entire community multiple times through ParentSquare, various feedback sessions (LCAP AG, Staff PD, Official LCAP Council, ELAC Group), and through email Topic - Feedback on drafted goals and actions Engagement

	Goal 1: Support for all Learners: 90 Respondents 69% Faculty/Staff 19% Parents 12% Students Goal 2: College and Career Readiness: 97 Respondents 67% Faculty/Staff 21% Parents 11% Students Goal 3: Diversity, Equity, and Inclusion: 95 Respondents 65% Faculty/Staff 23% Parents 12% Students
April 16, 18, and 19, 2024 LCAP expenditure meetings (LCAP Working Groups with Principal, Assistant Principals, College and Career Readiness team, Student Services team, deans, ELD Coordinator, and finance team)	Meetings in-person. 3 Separate meetings -- One per LCAP Goal Topic - LCAP Expenditures and Allocating LCFF Funding Engagement School leaders and personnel discussed previously established LCAP goals and what would be needed to carry out the accompanying actions. Essential personnel were discussed, along with time requirements needed from different positions to accomplish these actions. These personnel included All Teachers, AP Teachers, CTE Teacher, Principal, APs, Social Workers, CCC Team, Student Services, Compliance, and more.
May 6, 2024 MWA public hearing at MWA board meeting	Meeting in-person and available via Zoom Agenda and materials Posted to the MWA website 72 hours in advance of the meeting. Meeting reminders sent out to parents before meeting Topic - Presented LCAP and Annual Update to the board during our Public Hearing Engagement The public had the opportunity to give feedback and view the full LCAP and Annual Update drafts in their entirety. MWA board gave feedback on the changes they would like to see. Details of changes made based on this feedback are detailed below in the "A description of how the adopted LCAP was influenced by the feedback provided by educational partners" section.

May 7, 2024 Goal 2 Review	Meeting in-person Topic - Reviewing feedback and adjusting Goal 2: College and Career Readiness Engagement Met with Director of College and Career Counseling, Associate Director of College and Career Counseling, Associate Director of Academic Advising, and College and Career Counseling Coordinator to review feedback from the May 6, 2024 board meeting that impact Goal 2. Adjustments that were made in this meeting have been documented below in the "A description of how the adopted LCAP was influenced by the feedback provided by educational partners." section.
May 9-10, 2024 Letter from CEO (superintendent)	Letter from CEO (Superintendent) was shared on May 9 (English) and May 10 (Spanish) via ParentSquare. This letter was also emailed to LCAP AG (LCAP Advisory Group with majority parents of low-income and English Learner students), Official LCAP Council (Student group), LWG (LCAP Internal Working Group with Principal, Assistant Principals, College and Career Readiness team, Student Services team, deans, ELD Coordinator, Registrars, COO, and compliance team) Topic - How MWA incorporated feedback from educational partners into the LCAP This letter included details shared below in the "A description of how the adopted LCAP was influenced by the feedback provided by educational partners" section and an optional survey to collect any additional feedback that remained open until May 24, 2024. Engagement Included details on how parents and community members could continue giving feedback through the additional feedback survey as well as how to join the LCAP Advisory Group in the 2024-25 school year.
May 9, 2024 LCAP AG (LCAP Advisory Group with majority parents of low-income and English Learner students)	Meeting via Zoom (Meeting was held after school hours to enable more parent participation) Agenda (English and Spanish) Posted to the MWA website 72 hours in advance of the meeting Meeting reminders sent out to parents before meeting

	Topic - Final draft review, common questions from feedback, scope and sequence for next year's meetings Engagement Reviewed where we are in the LCAP cycle and shared out highlights from the Annual Update. Shared results from feedback surveys and how many responses we received. School leadership addressed questions that frequently came up in feedback surveys (questions addressed more in-depth in letter from CEO (superintendent)). Shared out on expenditures for the 2024-25 LCAP. Parent group was given the option to complete a survey with additional feedback after seeing how earlier feedback was incorporated and a survey to display interest in being a part of the group next year. The collective decision was made to share the LCAP summary from the May 6, 2024 board meeting report to the wider community.
May 9, 2024 Goal 3 Review	Meeting in-person Topic - Reviewing feedback and adjusting Goal 3: Diversity, Equity, and Inclusion Engagement Met with Assistant Principal of Student Support, deans, and social worker to review feedback from the May 6, 2024 board meeting that impact Goal 3. Adjustments that were made in this meeting have been documented below in the "A description of how the adopted LCAP was influenced by the feedback provided by educational partners." section.
May 15, 2024 Shared out LCAP board report	English and Spanish versions of the LCAP summary from the May 6, 2024 board report were shared out on ParentSquare Topic - LCAP Summary from the May 6, 2024 Board Report This report details information on the 2023-24 Annual Update and the 2024-25 LCAP -- including expenditures. Engagement The decision to share this summary of the LCAP was collectively made in the May 9, 2024 LCAP AG meeting.
May 16, 2024 Goal 1 Review	Meeting in-person Topic - Reviewing feedback and adjusting Goal 1: Support for All Learners Engagement

	Met with principal, assistant principals, instructional coach, content leads, and ELD Coordinator to review feedback from the May 6, 2024 board meeting, May 9, LCAP AG, and responses to the additional feedback survey that impact Goal 1. Adjustments that were made in this meeting have been documented below in the "A description of how the adopted LCAP was influenced by the feedback provided by educational partners." section.
May 9-24, 2024 Additional feedback survey	Additional feedback survey was shared in the LCAP AG meeting on May 9, 2024, in the letter from the CEO (superintendent), in the email sent to LCAP AG (LCAP Advisory Group with majority parents of low-income and English Learner students), Official LCAP Council (Student group), LWG (LCAP Internal Working Group with Principal, Assistant Principals, College and Career Readiness team, Student Services team, deans, ELD Coordinator, Registrars, COO, and compliance team), and on ParentSquare Topic - Additional feedback survey This additional survey was opened to the community from May 9-24, 2024 as a way to provide last-minute feedback after seeing the LCAP summary from the May 6, 2024 board report. Engagement 2 additional responses were recieved from the general community.
May 29, 2024 LCAP Finalization	Meeting in-person Topic - Reviewing updated and finalizing the 2024-25 LCAP Engagement Met with Principal, Director of College and Career Counseling, Assistant Principal of Student Support, CEO (superintendent), and COO to discuss all updates made to the LCAP and make final adjustments based on feedback from the board meeting on May 6, 2024, the LCAP AG on May 9, 2024, and results from the additional feedback survey

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

Throughout the entire school year, MWA leaders have met with our LCAP Advisory group, a majority of the members are parents of English Learners and Low-Income students. These meetings have focused on keeping parents appraised on progress towards MWA's past 8 LCAP goals, and how these goals align to our WASC Goals. Over the course of the year we explicitly aligned the goals in our LCAP and WASC in partnership with the LCAP Advisory group in preparation of condensing our LCAP goals in this year's creation of a new LCAP. As we aligned these goals and updated this parent group on our progress, we also collected parental input on their perception of our progress and feedback on how to better serve our student population.

In tandem with this parent group, MWA also has an internal LCAP Working Group made up of various school leaders and personnel. Over the course of this past year, our LCAP Working Group has shifted as our LCAP goals have become more condensed. Rather than continuing to meet as one large group, and as we got further into the goal drafting process, we were able to break this group into smaller, more focused groups. These groups directly align with our LCAP/WASC Goals, each group has a goal owner and they are joined by other staff members who will support the implementation of the goals starting in 2024-25. the following members:

Goal 1: Support for all Learners

- Principal, Assistant Principals
- Lead Teacher Representative
- ELD Coordinator
- Content Lead Representative

Goal 2: College and Career Readiness

- Director of College and Career Counseling
- Associate Director of College and Career Counseling
- Associate Director of Academic Advising
- College and Career Counseling Coordinator

Goal 3: Diversity, Equity, and Inclusion

- Assistant Principal of Student Support
- Deans
- Social Worker

In December, at a public board meeting, MWA leaders reported on our progress towards our 2023-204 LCAP goals detailing what our metrics were at the time, what actions we had taken, and where our expenditures for each action were at.

Once our new Goals and Action were drafted, MWA released comprehensive surveys detailing our intentions for the 2024-25 LCAP and released these surveys to the community (staff and parents). While these surveys were active, we also hosted several sessions, facilitated by goal owners, where educational partners had an opportunity to see/hear the draft goals as well as provide feedback in real time. These sessions were held during regularly scheduled staff PD, after school via Zoom, and after school on-campus to best meet accessibility needs for our various educational partners.

As a result of feedback on the current LCAP, MWA also formed an Official LCAP Council made up of students who were sworn in to accept responsibility for contributing to our 2024-25 LCAP drafting process. These students spoke on our drafted 2024-25 LCAP goals with peers as well as school leadership. These council members have indicated that they would like to continue having additional council meetings as we go into next year as they felt they have been able to make an impact on school decisions through this opportunity.

We received 282 responses through our surveys on MWA's LCAP Goals and Actions from Faculty/Staff, Parents, and Students. As a result of all of this feedback, the following updates have been made to the Goals, Actions, and Metrics:

All Goals

- All surveyed groups (Faculty/Staff, Parents, and Students) indicated that support for specific student groups is needed and appropriate. As such, all goals have been updated to include more specific references to student groups that the individual actions will be geared towards supporting.

Goal 1: Support for all Learners

Action 1.1 - Enhancing Instructional Capacity and Professional Growth

- No major changes implemented.

Action 1.2 - Strengthening Tier 1 Instruction and Differentiation

- Faculty/Staff indicated that they are interested in learning how to better incorporate standards into lesson plans. We have kept this heavy focus.

Action 1.3 - Enhancing Progress Monitoring and Data Analysis

- Faculty/Staff indicated that they are excited about learning how to better analyze and utilize student data. All surveyed groups (Faculty/Staff, Parents, and Students) indicated that they are interested in an increased focus on student data. Next year students will also be shown performance data to help them set and achieve personal goals. Provided more definition of student groups that data analysis will be focused on.

Action 1.4 - Improve Academic Outcomes for Special Education Students

- After receiving educational partner feedback, Goal 1 Action 4 "Improve Academic Outcomes for Special Education Students" has been added to MWA's LCAP. All surveyed groups (Faculty/Staff, Parents, and Students) indicated an appreciation for differentiated approaches to educating various student groups. Faculty/Staff and Parents in particular advocated for differentiated support for students with disabilities. This, coupled with CA State Dashboard data on Math and ELA performance for students with disabilities, has led MWA to create this action.

Action 1.5 - Enhancing the Learning Environment for English Learners through Staff PD

- After receiving educational partner feedback, Goal 1 Action 5 “Enhancing the Learning Environment for English Learners through Staff PD” has been added to MWA’s LCAP. All surveyed groups indicated support for specific student groups is needed and Faculty/Staff indicated an appreciation for additional teacher supports for meeting student needs. With ELs making up 81% of our student population, learning for specific supports related to our ELs is appropriate. This, coupled with LCAP required actions, has led MWA to create this action.

Action 1.6 - Language Acquisition Program

- After receiving educational partner feedback, Goal 1 Action 6 “Language Acquisition Programs” has been added to MWA’s LCAP. All surveyed groups indicated support for specific student groups is needed and Faculty/Staff and parents showed an interest in EL

reclassification rates. With ELs making up 81% of our student population, learning for specific supports related to our ELs is appropriate. On the CA State Dashboard, MWA's English Learner Progress Indicator statistics are indicated to exceed state scores by over 10%. To continue this progress, coupled with LCAP required actions, has led MWA to create this action.

Goal 2: College and Career Readiness

Action 2.1 - Vertically Aligned Systems for Seamless College and Career Support

- No major changes implemented.

Action 2.2 - College and Career Pathway Scope and Sequence

- All surveyed groups (Faculty/Staff, Parents, and Students) indicated that they were excited for college and career readiness initiatives to begin earlier in the education process at MWA i.e. grades 5-8. MWA will carry this intention over into the next 3 years by implementing college and career readiness beginning in middle school.
- Faculty/Staff and Parents indicated a strong want for more college and career readiness opportunities to happen outside of MWA through experiences like field trips. A focus on providing these opportunities has been added, along with metric 2.13 (Number of Field Trips) -- with the goal of having at least one such field trip per grade a year.

Action 2.3 - Graduation Pathways

- Students indicated a need for support in the transition process from middle school to the upper school. More attention has been paid to this point after receiving student feedback. Much like Goal 2 Action 2, a focus on field trips has also been added to this action. In addition, MWA has increased the focus on Community Engagement as well.

Goal 3: Diversity, Equity, and Inclusion

Action 3.1 - Student Support Services for Students that are Suspended

- Faculty/Staff and Parents both indicated a strong interest in increasing communications to parents. A larger focus has been geared towards supporting this communication. Similarly to Goal 2 Action 2 and Goal 2 Action 3, a stronger focus has also been included in community engagement.

Action 3.2 - Integrated Family Engagement

- Students indicated a want for more student-inclusion in decision making and engagement. Signage created by students has been given a larger focus and included in metric 3.15 (Engagement Events: Promoted). More specifications on how the school will engage families has also been added, as per Parent requests.

Action 3.3 - SWD Suspension Rate Reduction

- No major changes implemented.

Action 3.4 - Increase in School Connectedness

- Similarly to Goal 2 Action 2, Goal 2 Action 3, Goal 3 Action 1, and Goal 3 Action 2, a bigger emphasis has been added to student experiences when it comes to field trips. This action also has a new focus on bringing more experiences to the MWA campus by bringing in external contractors that are representative of our student population.

The above changes that were made to MWA's LCAP and were directly communicated in a written response from our CEO Alton Nelson to the larger MWA community. Both English and Spanish versions of this letter were sent directly to members of the LCAP AG (LCAP Advisory Group with majority parents of low-income and English Learner students), Official LCAP Council (Student group), and LWG LCAP Internal Working Group with Principal, Assistant Principals, College and Career Readiness team, Student Services team, deans, ELD Coordinator, Registrars, COO, and compliance team). This letter was posted in English on ParentSquare on the night of our last LCAP AG meeting, May 9, 2024, and in Spanish on May 10, 2024.

On May 15, 2024, a copy of the LCAP summary from the May 6, 2024 board report was posted alongside this letter on ParentSquare in both English and Spanish. The decision to post this report on ParentSquare was decided with parents during the May 9, 2024 LCAP Advisory Group meeting to provide a condensed version of LCAP details to the broader community.

As a result of the feedback shared during the May 6, 2024 board meeting, feedback collected from the additional feedback survey that was shared with the community, and collecting and reflecting on end-of-year data,, the following changes have been made to MWA's LCAP:

Goal 1: Support for all Learners

An explanation of why the LEA has developed this goal
- Updated referenced metrics to include new metrics 1.15 (Teacher Retention: New Teachers), 1.16 (Teacher Retention: Continuing Teachers), 1.17 (Teacher Proficiency), and 1.18 (Coaching Sessions).

Metric 1.7 - EL Reclassification Rate
- Metric updated to reflect most recent data and 3-year goal increased to a more rigorous goal of 30%.

Metric 1.8 - ELPI
- 3-Year goal increased to a more rigorous goal of 65%.

Metric 1.9 - English CAASPP/GPA
- 3-Year goal increased to a more rigorous goal of 55% Meeting/Exceeding Standard on CAASPP.

Metric 1.10 - Math CAASPP/GPA
- 3-Year goal increased to a more rigorous goal of 45% Meeting/Exceeding Standard on CAASPP and GPA goal to 3.0 in the middle school.

Metric 1.11 - Science CAASPP/GPA
- 3-Year goal increased to a more rigorous goal of 45% Meeting/Exceeding Standard on CAASPP and GPA goal to 3.5 in the middle school.

Metric 1.12 - Social Science GPA
- 3-Year goal increased to a more rigorous goal of a 3.5 GPA in both middle school and upper school.

Metric 1.13 - World Language GPA
- 3-Year goal increased to a more rigorous goal of a 3.5 GPA.

Metric 1.14 - Health and Wellness GPA/PFT
- 3-Year goal increased to a more rigorous goal of a 3.7 GPA in the middle school and 3.5 in the upper school.

Metric 1.15 - Teacher Retention (First Year Teachers)
- New metric has been added to track how many first year teachers (defined as teachers who are new to the profession) that are deemed to be "Skillful," "Proficient," or "Developing" continue at MWA.

Metric 1.16 - Teacher Retention (Continuing Teachers)
- New metric has been added to track how many continuing teachers (defined as teachers who are continuing beyond their first year in the profession) that are deemed to be Skillful, Proficient, or Developing continue at MWA.

Metric 1.17 - Teacher Proficiency
- New metric has been added to track the percentage of teachers who are deemed "Proficient" or "Skillful" at MWA.

Metric 1.18 - Coaching Sessions
- New metric has been added to track whether or not MWA is providing adequate coaching sessions to teachers. Adequate coaching sessions would be 2 coaching sessions a month, 2 informal observations a month (with feedback), and 1 formal observation a semester for each teacher.

Action 1.1 - Enhancing Instructional Capacity and Professional Growth
Language on "specialized learners" has been expanded to explicitly reference accelerated learners when speaking on Gate in the action description. Updated referenced metrics to include new metrics 1.15 (Teacher Retention: New Teachers), 1.16 (Teacher Retention: Continuing Teachers), 1.17 (Teacher Proficiency), and 1.18 (Coaching Sessions).

Action 1.3 - Enhancing Progress Monitoring and Data Analysis
- Changed 1.3.1 from " Data Analysis Skills for Teachers" to " Data Analysis Skills" and added 1.3.1.b "Engage students in analyzing their own data" to explicitly call out involving students in this process.

Goal 2: College and Career Readiness

Metric 2.1 - CTE

- Course enrollment metric 3-year goal increased to a more rigorous goal of 25% with the knowledge that a second CTE pathway will be needed to reach this goal.

Metric 2.2 - A-G Completion %

- 3-Year goal changed to 95% to better reflect graduation rate goal.

Metric 2.7 - CCI

- 3-Year goal increased to a more rigorous goal of 60%.

Metric 2.8 - UC and CSU Eligibility

- CSU eligibility metric 3-Year goal changed to 98% to better reflect graduation rate goal.

- 3-Year goal increased to reflect more rigorous CTE course enrollment goal.

Action 2.1 - Vertically Aligned Systems for Seamless College and Career Support

- Language on "critical learner groups" has been expanded to include Accelerated Learners in action description, identified needs, and how the action addresses needs.

Action 2.3 - Graduation Pathways

- Language on "critical learner groups" has been expanded to include Accelerated Learners in action description, identified needs, and how the action addresses needs.

Goal 3: Diversity, Equity, and Inclusion

Explanation of why the LEA has developed this goal

- Language on "students who require additional support" has been expanded to include Accelerated Learners for overall goal. Updated referenced metrics to include new metric 3.17 (Staff Satisfaction).

Metric 3.1 - Chronic Absenteeism Rates

- Metric updated to reflect most recent data.

Metric 3.2 - Average Daily Attendance (ADA) Rates

- Metric updated to reflect most recent data.

Metric 3.3 - Suspension Rate

- Metric updated to reflect most recent data.

Metric 3.4 - Expulsion Rate

- Metric updated to reflect most recent data and 3-year goal updated to be in alignment with school trends.

Metric 3.11 - Student Input

- Metric has been updated with more specific instances of student involvement and a more specific 3-year goal has been set.

Metric 3.17 - Staff Satisfaction

- New metric has been added to track data reported in Staff Satisfaction Surveys as a way to measure the impact of our actions on school culture and climate.

Action 3.4 - Increase in School Connectedness

- Updated referenced metrics to include new metric 3.17 (Staff Satisfaction).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	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.	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.

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, 1.15, 1.16, 1.17, 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, and 1.5; 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)

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)	58.32% (2022-23)			75%	
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	
1.3	Facilities	MS: 95.81% (“good”)			MS: 97% (“good”)	

	FIT inspection (LCFF Priority 1C)	US: 95.97% (“good”) (Aug 2023)			US: 97% (“good”)	
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	
1.5	% of Teachers Who Participate in PD	87%			95%	
1.6	ELD PLC Attendance training and progress monitoring (LCFF Priority 7B)	ELD PLC Attendance: 75% School-wide PD sessions on vocabulary strategies			ELD PLC Attendance: 85%	
1.7	EL Reclassification Rate (LCFF Priority 4F)	20% (2023-24)			30%	
1.8	ELPI Percent of EL students making progress via ELPI measure (LCFF Priority 4E)	59.70% (2022-23)			65%	
1.9	CAASPP Scores:	Schoolwide CAASPP			Schoolwide	

	English English GPA (LCFF Priority 4A, 7A, and 8)	44% Meeting / Exceeding Standard (2022-23) GPA MS: 2.8 US: 2.34 (2022-23)			CAASPP 65% Meeting / Exceeding Standard GPA MS: 3.0 US: 3.0	
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)			Schoolwide CAASPP 45% Meeting / Exceeding Standard GPA MS: 3.0 US: 3.0	
1.11	CAASPP Scores: Science Science GPA (LCFF Priority 4A, 7A, and 8)	Schoolwide CAASPP 20.95% Meeting / Exceeding Standard (2022-23) GPA MS: 2.93 US: 2.51 (2022-23)			Schoolwide CAASPP 45% Meeting / Exceeding Standard GPA MS: 3.5 US: 3.0	
1.12	GPA for Social Science (LCFF Priority 4A, 7A, and 8)	MS: 3.4 US: 3.1 (2022-23)			MS: 3.5 US: 3.5	
1.13	World Language GPA (LCFF Priority 4A, 7A, and 8)	3.12 (2022-23)			3.5	

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 5th, 7th, 9th and all required grades have participated. GPA MS: 3.7 US: 3.5	
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 75% Proficient: 80% Developing: 50%	
1.16	Teacher Retention Retention rate based on proficiency at the end of cycle 2: Continuing teachers	New Metric Begin Tracking Next Year			Skillful 100% Proficient: 100% Developing: 75%	
1.17	Teacher Proficiency % of teachers ranked as "Proficient" or "Skillful" by the end of the year	New Metric			60%	
1.18	Coaching Sessions All teachers received: 2 Coaching sessions a month 2 Informal observations a month (with feedback) 1 Formal observation a semester	New Metric Begin Tracking Next Year			2 Coaching sessions a month: Yes 2 Informal observations a month (with feedback): Yes	

					1 Formal observation a semester: Yes	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
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, SPED, 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.	$456,399.00	Yes

		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.		
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 SPED. c. Share strategies to help students improve. d. Encourage teamwork and sharing of successful teaching methods.	$1,557,510.00	Yes
1.3	Enhancing Progress Monitoring and Data	1. Data Analysis Skills: a. Teach teachers how to analyze student assessment data, including	$1,159,107.00	Yes

	Analysis	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 i. In English and Math by a minimum of 3 points ii. 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. i. Teachers have an opportunity to analyze their data from the IABs as a way to inform their instruction. ii. 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.	$655,337.00	No
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 . i. Continue to provide separate PD sessions specifically geared towards designated ELD teachers . 2. As the majority of instruction occurs primarily in integrated classrooms,	$330,960.00	Yes

		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. i. Focus on supporting LTELs in the upper school with reading.		
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.	$89,988.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	College and Career Readiness: Refine holistic support for college and career readiness that build all students' capacity for graduation and success beyond high school. 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.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

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, and 2.3; 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 2.13; Metrics 2.1, 2.3, 2.4, 2.9, 2.10, 2.11)

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: 14% Pathway Completion: 81.11% (2022-23)			Course Enrollment: 25% Pathway Completion: 86%	
2.2	A-G Completion % (LCFF Priority 7A)	89% (2022-23)			95%	
2.3	Graduation Rate (LCFF Priority 5E)	4 Year Graduation Rate: 86.9% 5 Year Graduation Rate: 90.9% (2022-23)			4 Year Graduation Rate: 91% 5 Year Graduation Rate: 95%	
2.4	Drop Out Rate Middle School and Upper School (LCFF Priority 5C and 5D)	US 5.3% MS 0% (2022-23)			US 1.3% MS 0%	
2.5	AP Pass Rate 3 or higher (LCFF Priority 4G)	42% (2022-23)			46%	

2.6	EAP % HS students who participate in & demonstrate college readiness as determined by EAP ELA & EAP Math (LCFF Priority 4H)	EAP ELA: 51% EAP Math: 13% (2022-23)			EAP ELA: 55% EAP Math: 17%	
2.7	CCI Percent identified as prepared on College and Career Indicator (LCFF Priority 4H)	54.7% (2022-23)			60%	
2.8	CSU and UC Eligibility (LCFF Priority 4B)	CSU eligible 84/85 (98%) UC eligible 49/85 (57%) (2023-24)			CSU eligible: 98% UC eligible: 75%	
2.9	How Many Pathways and Student Meetings	New Metric -- Not Yet Tracked			150	
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	100% (2023-24)			100%	

	offer (6) Trade program or apprenticeship (7) Gap year program					
2.11	Number of Field Trips	New Metric Begin Tracking Next Year			1 college/career-related field trip for each grade-level.	
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	
2.13	% of all students that have completed CTE pathway and are UC/USC Eligibility (LCFF Priority 4D)	21%			25%	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$975,741.00	Yes

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).	$2,127,225.00	Yes
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.	$937,754.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Diversity, Equity, and Inclusion: Create a safe, inclusive, and high-performing environment for all students and adults that are informed through the lens of diversity, equity, and inclusion. 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.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

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 and 3.4; 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; 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; Metrics 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.13, 3.13)

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, more than 10% of school days (LCFF Priority 5B)	20% (2023-24)			15%	
3.2	Attendance Rate ADA (Average Daily Attendance) Rates (LCFF Priority 5A)	94% (2023-24)			96%	
3.3	Suspension Rate (LCFF Priority 6A)	15%			9%	

3.4	Expulsion Rate (LCFF Priority 6B)	0.2%			<1%	
3.5	School Climate Surveys Parent, students, and teachers, related to: feel that the school is safe (LCFF Priority 6C)	MS Students: 56% US Students: 54% Parents: 88.9%			MS Students: 62% US Students: 60% Parents: 93%	
3.6	School Climate Surveys Parent, students, and teachers, related to: school connectedness (LCFF Priority 6C)	MS Students: 52% US Students: 43% Parents: 87.5%			MS Students: 70% US Students: 70% Parents: 90%	
3.7	Parent Participation: Percentage of parents who have completed Skills academy post survey (LCFF Priority 3A, 3B, and 3C)	Pilot Program Results: 1/1 Parent has completed survey			75%	
3.8	Number of Parents who participate in family workshops per semester (LCFF Priority 3A and 3B)	Based on February Survey: Back to School Day-36 Saturday Parent Meetings-18 Parent Education Workshops-11 ELAC-11 LCAP-9 Advisor Family			Based on February Survey: Back to School Day-43 Parent Meetings/Advisor Family Conferences-24 Parent Education Workshops-18	

		Conferences-7			ELAC-13 LCAP-11	
3.9	PD sessions offered to staff Focused on partnering with families of critical learner groups (LCFF Priority 3B)	1			3	
3.10	PD sessions offered to staff Focused on intervention strategies for students with disabilities (LCFF Priority 3C)	1			3	
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)			Engage at least 3 student groups in policy changes.	
3.12	8th grade retention rates (LCFF Priority 5C and	92% (2022-23)			97% (Pre-Pandemic Baseline)	

	6C)					
3.13	Upper school retention rates (LCFF Priority 5D and 6C)	93.9% (2022-23)			98% (Pre-Pandemic Baseline)	
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)	New metric No			Yes	
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)	New metric Campus signage: No Parent Communication Tool: No Other Promotional Materials: No			Campus signage: Yes Parent Communication Tool: Yes Other Promotional Materials: Yes	
3.16	Student vs. Staff Demographics (LCFF Priority 6C)	Students and Staff Race/Ethnicity African American Students: 7.7% Faculty/Staff: 18.3% American Indian Students: 0.3%			Continue to improve staff recruitment efforts to diversify our staff demographics; staff demographics will closely mirror the demographics	

		Faculty/Staff: Not Reported Asian Students: 2.3% Faculty/Staff: 8.5% Filipino Students: 0.8% 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%			of the students we seek to serve.	
3.17	Staff Satisfaction Survey: Overall, how do you feel as an employee of MWA? (LCFF Priority 6C)	"I always feel good" 17% "I often feel good" 56% "I sometimes feel good" 23% "I seldom feel good" 4%			"I always feel good" 30% "I often feel good" 55% "I sometimes feel good" 13% "I seldom feel good	

					"2%	

Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
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	$813,767.00	Yes

		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.	$522,409.00	Yes
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.	$435,054.00	No

		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.	$675,327.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3,133,215	$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
26.832%	0.000%	$0.00	26.832%

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:** Enhancing Instructional Capacity and Professional Growth **Need:** This goal was created to provide support for students in order to increase performance in all academic standards. In order to lower the population of Tier 2 and Tier 3 students (Gate,	Improve instructional coaching and professional development opportunities for educators, ensuring deep understanding of grade-level standards and effective analysis of unduplicated student data to drive instructional decision-making. This action is provided on a school-wide basis as MWA has an unduplicated student population of 85%. Providing these services to the school as a	1.1 (Teacher Credentials),1.2 (Instructional Materials), 1.3 (Facilities), 1.4 (Adopted Standards), 1.5 (PD Participation), 1.6 (ELD PLC), 1.9 (ELA CAASPP/GPA), 1.10 (Math CAASPP/GPA),

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
	SPED, English Learners, Foster Youth, Low Income students, etc.), Tier 1 instruction must be strengthened and all curriculum internalized by core subject educators. **Scope:** LEA-wide	whole ensures that this action reaches all of our English Learners, Foster Youth, and Low Income students.	1.11 (Science CAASPP/GPA), 1.15 (Social Science GPA), 1.13 (World Language GPA), 1.14 (Health and Wellness PFT/GPA), 1.15 (Teacher Retention: New Teachers), 1.16 (Teacher Retention: Continuing Teachers), 1.17 (Teacher Proficiency), 1.18 (Coaching Sessions)
1.2	**Action:** Strengthening Tier 1 Instruction and Differentiation **Need:** To provide high-quality, standards-aligned, and differentiated instruction --for students that are at-risk, Long-Term English Language Learners, ELL, and SPED-- through the utilization of research-based unit planning formats and ongoing collaboration among teachers and content leads to support student mastery. **Scope:** LEA-wide	Develop and implement a comprehensive plan for family workshops that is based on surveyed interests, establishes a regular and consistent set of events, and that are promoted effectively to all parents, guardians, and families of our unduplicated student groups (English Learners, Low-Income, Foster Youth). This action is provided on a school-wide basis as MWA has an unduplicated student population of 85%. Providing these services to the school as a whole ensures that this action reaches all of our English Learners, Foster Youth, and Low Income students.	1.7 (EL Reclassification), 1.8 (ELPI), 1.9 (ELA CAASPP/GPA), 1.10 (Math CAASPP/GPA), 1.11 (Science CAASPP/GPA), 1.15 (Social Science GPA), 1.13 (World Language GPA), 1.14 (Health and Wellness PFT/GPA)
1.3	**Action:** Enhancing Progress Monitoring and Data Analysis **Need:** This goal was created to address the need of supporting teachers with monitoring tools to aid them in assessing standards-based instruction	To empower teachers to utilize student assessment data effectively within the teaching and learning cycle, providing targeted interventions and monitoring progress of student subgroups -- including Include English Learners, LTELs, students with disabilities, race/ethnicity groups, and income groups-- to ensure equitable support for all learners.	1.1 (Teacher Credentials), 1.2 (Teacher Misassignments), 1.5 (PD Participation), 1.7 (EL Reclassification), 1.8 (ELPI)

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
	delivered to various student groups. Evaluated data must reflect students' acquisition of grade-level skills in order for educators to evaluate their own instruction and how it impacts specific student groups. **Scope:** LEA-wide	This action is provided on a school-wide basis as MWA has an unduplicated student population of 85%. Providing these services to the school as a whole ensures that this action reaches all of our English Learners, Foster Youth, and Low Income students.	
1.5	**Action:** Enhancing the Learning Environment for English Learners Through Staff PD **Need:** This goal was created to ensure that English Learners are being provided with instruction and support that best meets their needs. MWA is made up of 20% ELs, making it imperative that teachers have the knowledge and skills to provide our students with best-in-class supports to prepare then for their future. **Scope:** Schoolwide	Improve instructional coaching and professional development opportunities for educators to best support the needs of ELs. This action is provides school-wide as 20% of our students are ELs and all classrooms are integrated classrooms so all teachers will benefit from these PD sessions.	1.7 (EL reclassification rate), 1.8 (ELPI), 3.10 (PD Sessions - Critical Learner Groups)
1.6	**Action:** Language Acquisition Program **Need:** In 2023 MWA had 53.4% of English Learners progress at least one ELPI level, and has met our EL reclassification rate goal that we set in our last LCAP. Because of this, we will continue using methods that we have found to be successful. We will continue having this as a focus in our LCAP as 20% of MWA students are ELs.	Continue providing standards aligned curriculum specifically for designated ELs from CA approved materials list.	1.7 (EL reclassification rate), 1.8 (ELPI)

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		
2.1	**Action:** Vertically Aligned Systems for Seamless College and Career Support **Need:** Practices are in place to best serve our MWA students/critical learner groups (English Learners, Low-Income, African-American Youth, Special Education, Foster Youth, Accelerated Learners). However, there is strong need for other departmental involvement in order to serve the "whole student" efficiently. MWA Departments should work in partnership with the CCC Department to provide seamless support to MWA students/critical learning groups (English learners, Low-Income, African-American Youth, Special Education, Foster Youth, Accelerated Learners). pertaining to their college and career readiness and post-secondary success needs. **Scope:** LEA-wide	Develop and implement a systematic partnership agreement within MWA to address and identify the college and career readiness and post-secondary needs of critical learning groups (English Learners, Low-Income, African-American Youth, Special Education, Foster Youth, Accelerated Learners). Additionally, continue to update the practices to ensure that MWA students' specific needs are met. This action is provided on a school-wide basis as MWA has an unduplicated student population of 85%. Providing these services to the school as a whole ensures that this action reaches all of our English Learners, Foster Youth, and Low Income students.	2.3 (Graduation Rate), 2.4 (Drop-Out Rate), 2.6 (EAP), 2.7 (CCI), 2.12 (Access to a Broad Course of Study)
2.2	**Action:** College and Career Pathway Scope and Sequence **Need:** MWA is known for its college and career going culture and the desire for all students to be college and career ready. However, an	Develop and implement a strategic plan that encompasses the development of a scope and sequence that addresses the implementation of age appropriate college and career readiness curriculum for critical learning groups (English learners, Low-Income, African-American Youth, Special Education, Foster Youth) starting in the Middle School grades through Upper School	2.1 (CTE Enrollment and completion), 2.6 (EAP), 2.7 (CCI), 2.8 (US and CSU Eligibility), 2.10 (Post-Secondary Planning), 2.11 (Number of Field Trips)

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
	important component is needed in order to support the idea of this culture. MWA's goal is to develop an age-appropriate curriculum and rigorous course of study through access to courses that will allow the students (English Learners, Foster Youth, Low Income students) to develop a comprehensive and distinct understanding behind the meaning of being college ready and/or career ready. Part of this implementation will also involve fully educating and supporting MWA staff in delivering content that is relevant to MWA's four pillars. This will also aid in educating families of English Learners, Foster Youth, Low Income students on the importance of college and career readiness and the part they play in their student's success. **Scope:** LEA-wide	grades. This action is provided on a school-wide basis as MWA has an unduplicated student population of 85%. Providing these services to the school as a whole ensures that this action reaches all of our English Learners, Foster Youth, and Low Income students.	
2.3	**Action:** Graduation Pathways **Need:** MWA's goal is to refine the approach to supporting individual graduation pathway plans for critical learning groups (English Learners, Low-Income, African-American Youth, Special Education, Foster Youth, Accelerated Learners), starting in the 9th grade. These plans will more closely track and monitor the progress towards high school graduation and the development of post-secondary plans in order to align with the college and career readiness mission and vision.	Strengthen and refine existing plan to better serve MWA students in critical learning groups (English Learners, Low-Income, African-American Youth, Special Education, Foster Youth, Accelerated Learners) and as a whole as they move through the graduation process. This action is provided on a school-wide basis as MWA has an unduplicated student population of 85%. Providing these services to the school as a whole ensures that this action reaches all of our English Learners, Foster Youth, and Low Income students.	2.1 (CTE Enrollment and completion), 2.2 (A-G Completion), 2.3 (Graduation Rate), 2.5 (AP Pass Rate), 2.7 (CCI), 2.11 (Number of Field Trips), 2.12 (Access to a Broad Course of Study)

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		
3.1	**Action:** Student Support Services for Students that are Suspended **Need:** Students that are suspended are not receiving necessary supports/interventions to address future behavior concerns. On the CA State Dashboard, our suspension rate is in the red and has been shown to increase +2.7%. The specific student groups in the red that are addressed here are: English Learners, Hispanic, and Socioeconomically Disadvantaged students. **Scope:** LEA-wide	Refer students that have been suspended to Student Support Services to be placed on Tier 2 or 3 with targeted skills to be taught in various formats with a focus on critical learning groups and unduplicated student groups (English Learners, Low-Income, Foster Youth). This action is provided on a school-wide basis as MWA has an unduplicated student population of 85%. Providing these services to the school as a whole ensures that this action reaches all of our English Learners, Foster Youth, and Low Income students.	3.1 (Chronic Absenteeism Rate), 3.2 (Average Daily Attendance), 3.3 (Suspension Rate), 3.4 (Expulsion Rate), 3.12 (8th Grade Retention Rates), 3.13 (Upper School Retention Rates), 2.13 (Field Trips)
3.2	**Action:** Integrated Family Engagement **Need:** Families (including those of English Learners, Foster Youth, and Low-Income students) lack consistent and accessible opportunities to engage with the school community, resulting in limited participation and a sense of disconnection. **Scope:** LEA-wide	Develop and implement a comprehensive plan for family workshops that is based on surveyed interests, establishes a regular and consistent set of events, and that are promoted effectively to all parents, guardians, and families of our unduplicated student groups (English Learners, Low-Income, Foster Youth). This action is provided on a school-wide basis as MWA has an unduplicated student population of 85%. Providing these services to the school as a whole ensures that this action reaches all of our English Learners, Foster Youth, and Low Income students.	3.1 (Chronic Absenteeism Rate), 3.2 (Average Daily Attendance), 3.7 (Parent Participation), 3.8 (Number of Parents who Participate in Workshops), 3.9 (PD Sessions: Partnering with Families), 3.12 (8th Grade Retention Rates), 3.13 (Upper School Retention Rates), 3.14 (Engagement Events: Master Calendar), 3.15 (Engagement Events: Promoted), 2.13 (Field Trips)

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
3.4	**Action:** Increase in School Connectedness **Need:** According to the Student Climate Survey given in February 2024, 47% of students schoolwide feel a school connectedness resulting in students not feeling valued, respected, nor engaged in their learning. As 85% of our student population is considered to be unduplicated, this feedback is indicative of needing to address this with our English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide	Achieve a school atmosphere that increases school connectedness based on School Climate Survey results, assessment of current environment, while fostering student voice and leadership for our unduplicated student groups (English Learners, Low-Income, Foster Youth). This action is provided on a school-wide basis as MWA has an unduplicated student population of 85%. Providing these services to the school as a whole ensures that this action reaches all of our English Learners, Foster Youth, and Low Income students.	3.5 (School Climate Survey: Safety), 3.6 (School Climate Survey: Connectedness), 3.10 (PD: Interventions for Students with Disabilities), 3.11 (Student Input), 3.12 (8th Grade Retention Rates), 3.13 (Upper School Retention Rates), 3.16 (Student vs. Staff Demographics), 3.17 (Staff Satisfaction), 2.13 (Field Trips)

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

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.

MWA does not have any limited actions in this LCAP cycle. 84.36% of MWA students count as Unduplicated Students, so contributing actions are provided LEA-Wide to best support all unduplicated students and other critical learning groups regardless of race/ethnicity, income-level, English proficiency, foster youth status, gender, ability, etc..

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.

Making Waves Academy, a single-school LEA, has a high concentration of unduplicated pupils (English learners, low-income students, and foster youth): 84.36%. As such we receive the concentration grant and the newer concentration grant “add on.” We will utilize the additional concentration grant add-on funding to increase the number of staff providing direct services to students, through the hiring of a new Social Worker and a new Upper School Dean. While social workers will be spending the majority or their time supporting Goal 3 Action 1 (Student Support Services for Students that are Suspended), they will also spend a considerable amount of time on Goal 3 Action 2 (Integrated Family Engagement), Goal 3 Action 3 (SWD Suspension Rate Reduction), and Goal 3 Action 4 (Increase in School Connectedness). A small part of their time will be dedicated towards supporting Goal 2 (College and Career Readiness) as a whole. Deans will be spending their time in a similar way, however they will be spending significantly more time supporting with Goal 3 Action 4 (Increase in School Connectedness).

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

2024-25 Total 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 %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	11,677,020	3,133,215	26.832%	0.000%	26.832%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$9,224,793.00	$1,036,928.00	$0.00	$474,857.00	$10,736,578.00	$10,647,128.00	$89,450.00

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	Enhancing Instructional Capacity and Professional Growth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$456,399.00	$0.00	$312,335.00			$144,064.00	$456,399.00	
1	1.2	Strengthening Tier 1 Instruction and Differentiation	English Learners	Yes	LEA-wide	English Learners			$1,547,510.00	$10,000.00	$1,483,443.00			$74,067.00	$1,557,510.00	
1	1.3	Enhancing Progress Monitoring and Data Analysis	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$1,149,107.00	$10,000.00	$1,001,604.00			$157,503.00	$1,159,107.00	
1	1.4	Improve Academic Outcomes for Special Education Students	Students with Disabilities	No					$655,337.00	$0.00		$607,874.00		$47,463.00	$655,337.00	
1	1.5	Enhancing the Learning Environment for English Learners Through Staff PD	English Learners	Yes	School wide	English Learners			$330,960.00	$0.00	$330,960.00				$330,960.00	
1	1.6	Language Acquisition Program	English Learners	Yes	LEA-wide	English Learners			$89,988.00	$0.00	$69,129.00			$20,859.00	$89,988.00	
2	2.1	Vertically Aligned Systems for Seamless College and Career Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$968,291.00	$7,450.00	$973,390.00			$2,351.00	$975,741.00	
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			$2,112,225.00	$15,000.00	$2,127,225.00				$2,127,225.00	
2	2.3	Graduation Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$922,754.00	$15,000.00	$933,204.00			$4,550.00	$937,754.00	

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	3.1	Student Support Services for Students that are Suspended	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$800,767.00	$13,000.00	$789,767.00			$24,000.00	$813,767.00	
3	3.2	Integrated Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$519,409.00	$3,000.00	$522,409.00				$522,409.00	
3	3.3	SWD Suspension Rate Reduction	Students with Disabilities Students with disabilities that have been suspended	No					$429,054.00	$6,000.00	$6,000.00	$429,054.00			$435,054.00	
3	3.4	Increase in School Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$665,327.00	$10,000.00	$675,327.00				$675,327.00	

2024-25 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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
11,677,020	3,133,215	26.832%	0.000%	26.832%	$9,218,793.00	0.000%	78.948 %	**Total:**	$9,218,793.00
								LEA-wide Total:	$8,887,833.00
								Limited Total:	$0.00
								Schoolwide Total:	$330,960.00

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 (%)
This table is automatically generated and calculated from this LCAP.								
1	**1.1**	Enhancing Instructional Capacity and Professional Growth	Yes	LEA-wide	English Learners Foster Youth Low Income		$312,335.00	
1	**1.2**	Strengthening Tier 1 Instruction and Differentiation	Yes	LEA-wide	English Learners		$1,483,443.00	
1	**1.3**	Enhancing Progress Monitoring and Data Analysis	Yes	LEA-wide	English Learners Low Income		$1,001,604.00	
1	**1.5**	Enhancing the Learning Environment for English Learners Through Staff PD	Yes	Schoolwide	English Learners		$330,960.00	
1	**1.6**	Language Acquisition Program	Yes	LEA-wide	English Learners		$69,129.00	
2	**2.1**	Vertically Aligned Systems for Seamless College and Career Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$973,390.00	
2	**2.2**	College and Career	Yes	LEA-wide	English Learners		$2,127,225.00	

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 (%)
		Pathway Scope and Sequence			Foster Youth Low Income			
2	**2.3**	Graduation Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income		$933,204.00	
3	**3.1**	Student Support Services for Students that are Suspended	Yes	LEA-wide	English Learners Foster Youth Low Income		$789,767.00	
3	**3.2**	Integrated Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income		$522,409.00	
3	**3.4**	Increase in School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income		$675,327.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$15,106,275.00	$15,106,275.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	**1.1**	Credential process	No	$64,425.00	$64,425.00
1	**1.2**	Facilities conditions and review plan	No	$2,804,483.00	$2,804,483.00
1	**1.3**	Review and adopt curriculum	Yes	$182,160.00	$182,160.00
1	**1.4**	Teacher residents and teacher induction	No	$411,038.00	$411,038.00
2	**2.1**	ELD data analysis and implementation of success metrics	Yes	$18,150.00	$18,150.00
2	**2.2**	ELD Professional Development	Yes	$13,613.00	$13,613.00
2	**2.3**	English Learner Program	Yes	$64,630.00	$64,630.00
2	**2.4**	English Learner Reclassification	Yes	$18,150.00	$18,150.00
2	**2.5**	Instructional Coaching and Professional Development	Yes	$363,183.00	$363,183.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Math PD and Coaching	Yes	$70,877.00	$70,877.00
3	3.1	Participation and input opportunities	No	$80,118.00	$80,118.00
3	3.2	Family engagement	No	$49,140.00	$49,140.00
3	3.3	Parent leadership & support	No	$10,000.00	$10,000.00
3	3.4	School-Home communication tool	No	$6,900.00	$6,900.00
3	3.5	Translation	Yes	$30,000.00	$30,000.00
4	4.1	Graduation Pathways	Yes	$130,963.00	$130,963.00
4	4.2	College/Career	Yes	$93,485.00	$93,485.00
4	4.3	AP Exam	No	$42,325.00	$42,325.00
4	4.4	Post-secondary planning	Yes	$123,065.00	$123,065.00
5	5.1	Attendance messaging and consistent practice	No	$62,897.00	$62,897.00
5	5.2	Attendance: SARB/SART process	No	$91,289.00	$91,289.00
5	5.3	Student Enrollment, Retention, and Transfers	No	$49,832.00	$49,832.00
5	5.4	Student Activities	No	$175,150.00	$175,150.00

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)
6	6.1	Social Emotional Learning	Yes	$177,073.00	$177,073.00
6	6.2	Advisory Curriculum	Yes	$24,570.00	$24,570.00
6	6.3	Safety and Connectedness Data	Yes	$120,036.00	$120,036.00
6	6.4	Support Team (Social Workers)	Yes	$203,182.00	$203,182.00
6	6.5	Student Support Referrals and Services	Yes	$215,275.00	$215,275.00
6	6.6	Campus Supervisors	No	$643,717.00	$643,717.00
6	6.7	PBIS and Behavior Data System	No	$109,600.00	$109,600.00
6	6.8	Cultural Celebrations	No	$25,000.00	$25,000.00
7	7.1	Course access	No	$97,071.00	$97,071.00
7	7.2	Expand course offerings	No	$26,525.00	$26,525.00
7	7.3	Career and Technical Education (CTE)	No	$116,374.00	$116,374.00
8	8.1	Tier 1 instruction	No	$4,438,286.00	$4,438,286.00
8	8.2	Academic interventions	Yes	$2,629,057.00	$2,629,057.00
8	8.3	Educational software	Yes	$23,500.00	$23,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
8	**8.4**	Assessment tools	Yes	$93,250.00	$93,250.00
8	**8.5**	Progress monitoring and data analysis	Yes	$86,025.00	$86,025.00
8	**8.6**	Extended learning	Yes	$96,941.00	$96,941.00
8	**8.7**	Special Education	No	$1,024,920.00	$1,024,920.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3012448	$4,272,934.00	$4,272,934.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update. This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	**1.3**	Review and adopt curriculum	Yes	$182,160.00	$182,160.00		
2	**2.1**	ELD data analysis and implementation of success metrics	Yes	$18,150.00	$18,150.00		
2	**2.2**	ELD Professional Development	Yes	$13,613.00	$13,613.00		
2	**2.3**	English Learner Program	Yes	$19,890.00	$19,890.00		
2	**2.4**	English Learner Reclassification	Yes	$18,150.00	$18,150.00		
2	**2.5**	Instructional Coaching and Professional Development	Yes	$255,480.00	$255,480.00		
2	**2.6**	Math PD and Coaching	Yes	$10,000.00	$10,000.00		
3	**3.5**	Translation	Yes	$30,000.00	$30,000.00		
4	**4.1**	Graduation Pathways	Yes	$130,963.00	$130,963.00		
4	**4.2**	College/Career	Yes	$93,485.00	$93,485.00		
4	**4.4**	Post-secondary planning	Yes	$123,065.00	$123,065.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
6	6.1	Social Emotional Learning	Yes	$177,073.00	$177,073.00		
6	6.2	Advisory Curriculum	Yes	$24,570.00	$24,570.00		
6	6.3	Safety and Connectedness Data	Yes	$120,036.00	$120,036.00		
6	6.4	Support Team (Social Workers)	Yes	$203,182.00	$203,182.00		
6	6.5	Student Support Referrals and Services	Yes	$191,275.00	$191,275.00		
8	8.2	Academic interventions	Yes	$2,394,067.00	$2,394,067.00		
8	8.3	Educational software	Yes	$23,500.00	$23,500.00		
8	8.4	Assessment tools	Yes	$93,250.00	$93,250.00		
8	8.5	Progress monitoring and data analysis	Yes	$54,084.00	$54,084.00		
8	8.6	Extended learning	Yes	$96,941.00	$96,941.00		

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

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	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)
11244483	3012448	0	26.790%	$4,272,934.00	0.000%	38.000%	$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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) 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) (California Legislative Information) 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 (California Legislative Information);
    - **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 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **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) (California Legislative Information) 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.

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

- 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.

- 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.

- 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.

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 of 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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