



Learn. Graduate. Give Back.

Local Control 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 |
|-------------------------------------|--------------------------------------|---|
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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Making Waves Academy (MWA) is a 5th through 12th grade public charter school, authorized by the Contra Costa County Office of Education. The Making Waves Academy 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 goal is for at least 70% of our students to earn an appropriately challenging post-secondary degree, and graduate with minimal college debt. To this end, we provide students and families with a variety of services and academic programming that follows them from the time they enter our community as fifth graders, through the time that they graduate from college. These offerings include a rigorous and challenging curriculum, a robust art and enrichment program, an athletics program that begins in middle school, regular parent meetings, therapeutic counseling, and college and career coaching. MWA has recently merged the Middle School and Upper School under one academy wide leadership to promote engagement and alignment school-wide. 1080 students enrolled (89.2% Hispanic, 7.3% African American and 3.5% other) . Of the 1080 students served, 89.7% are socioeconomically disadvantaged qualifying for Free & Reduced Meals; 19.5% are English Learners, .4% are foster youth and approximately 5% are students with disabilities. During the 2018-19 school year 95% of seniors are transitioning to a four-year or two year community college (75% four year and 20% Community College). MWA received its six-year Western Association of Schools and Colleges (WASC) accreditation renewal beginning in the fall of 2014, successfully completed its mid-cycle review in the fall of 2016 and is currently in WASC year 1, after having completed the year six visit in March, 2020.

Our primary goals in serving our students were formed through the WASC process, and approved by the MWA board. They are as follows:

1. Support for All Learners:

Develop and refine vertically aligned programs to support all learners.

2. College and Career Readiness:

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

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.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Making Waves Academy is proud of implementing practices and protocols that support new programs to address our students' critical learning needs. MWA has achieved progress toward state indicators and local performance indicators in the following ways;

1. Through the reorganization and alignment of all leadership under a one-school model, we have seen a stronger alignment in our instructional practices and school culture. Part of this reorganization included the addition of an Academic Support Services team, which has enhanced our aligned Response to Intervention approach and a Holistic Support Services team, which ensures our students have access to Social-Emotional Well-Being supports including clinicians, social workers, deans of students and SEL curriculum.
2. By adding the Director of Family Engagement and School Culture role in the prior year, MWA has seen an increase in stakeholder feedback and participation in multiple spaces, including in the School Site Council (SSC), English Language Advisory Committee (ELAC), and in response to surveys, all of which reflects outreach efforts to parents and students.
3. An increase in capacity building with the School Site council through comprehensive and interactive training presentations has allowed for both newer and returning members feel more comfortable about their ability to contribute meaningful input.
4. Our ELD Coordinator has implemented a full implementation of a Structured English Immersion program, many students were reclassified as being proficient in English. This high reclassification rate has been celebrated annually with an award ceremony since Spring of 2019 and again in Spring 2021.
5. We continue to find a positive correlation between parent attendance at English Language Advisory Committee Meetings and student rates of reclassification; we will continue to encourage parent participation in these spaces to bolster our progress toward supporting English Language Learners.
6. At the upper school, students now have expanded course options and additional systems in place to alert them of their progress with respect to high school graduation and college-readiness. In effect, there are better feedback loops to raise alerts sooner for students who are not on track. We have added the launch of a health pathway and have completed the research to implement a soft launch of a coding pathway starting next academic year.
7. Our Holistic Support Services team has integrated Social Emotional Learning into our advisory period, which students engage in for 30 minutes Monday-Thursday. This effort was a result of collaboration between our team and external consultants.
8. We have implemented an aligned bell schedule, which will allow for stronger collaboration between middle and upper school under our one school model.
9. As reflected on the 2019 California Dashboard, our ELA scores have improved and are now in the green. We attribute this to strong professional development and standards aligned curriculum.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As reflected in the Fall 2019 California School Dashboard data the following areas have been identified as greatest needs:

Math

While our ELA Scores have increased, we have work to do in the area of math to support all learners. In adhering to our plan to review data twice per quarter, we analyzed and reflected on the data to alert us of the need to address African American and SPED student achievement data. Through our process, we identified that of our African American and SPED students were still lagging behind their peers academically in aggregate. In ELA, African American and SPED students were in the Red in comparison to Hispanic students being in the yellow. Upon discussing the data with Academic Intervention Services, we engaged with a service provider to help us assess and develop a plan that will address our low-income, Tier 3, and African American students for the 2019-20 school year. Additionally, when back on campus and during the 2019 school year, MWA has adjusted its Saturday Academy program in the Middle School to include targeted support for English Learners, Tier 3 students, and GATE students, and in the upper school to provide academic support for all students and targeted support for students enrolled in AP classes or those that are preparing for the SAT exam. Most recently, we have implemented IXL, an instructional and diagnostic tool across our academy and have seen great success here with over 2,500 skills mastered, we are seeing an increase in student learning data on our interim assessments and anticipate our 2021 SBAC scores to check for progress.

Chronic Absenteeism

Our overall chronic absenteeism rate of 7.6% in 2019, decreased by .02% from the year prior, placing us in the orange for all students. African American students chronic absenteeism increased by 6.7%, English Learners increased by 2.9%, Hispanic students increased by 1.5%, and Socially Disadvantaged students increased by 1.2%. Our Holistic Support Services offices is committed to addressing the chronic absenteeism rates by having fidelity to our SARB process. We are devoted to maintaining our school-wide ADA monthly goal of 97%. Our Deans of Students are communicating extensively to our families about the importance of attending school, daily. The Deans are spearheading family mailings, and grade level meetings to address our ADA goals, and to communicate instructional days as captured in our 2019-20 MWA master calendar. While we celebrated our process for attendance during remote learning, there is a small number of students that we have not been able to reach. We will continue to focus on intervention with respect to our English Learners, African American students, with an emphasis on mathematics skill development through programming that includes differentiated tiered instruction, Marlin Hour, Summer Academy, Saturday Academy, and implementation of interim assessments including the Mathematics Diagnostic Testing Project and Achievement Network systems to create a continuous cycle of data driven teaching and learning. To address our suspension rates, we will continue to partner with parents, clinicians, MWA social workers, and our deans of students to support teachers in addressing our students social-emotional needs. We will also continue our work in implementing restorative practices such as peer mediation, community building and supporting students in establishing and striving toward their life dreams.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The key features of this year's LCAP are:

1. MWA has aligned leadership structure under a one-school model that is responsive to child development research with specific supports needed for our 5th and 6th grades, 7th through 9th graders and 10th through 12th graders. Our community has onboarded an academy wide Holistic Support Services Department, an Academic Intervention Services Team and refined our College and Career and Operations organizational structures to support our aligned mission.
2. Upper school has further built its Career and Technical Education pathway to include Intro to Health Services, Anatomy and Physiology, and Medical Terminology and will eventually include a coding pathway.
4. MWA has continued to focus on capacity building of teacher-leaders, mid-level administrators, and parent leaders through professional development and workshops.
5. We have onboarded new and refined WASC Goals.
6. Making Waves Academy outperformed high-performing districts within Contra Costa County when measuring the college and career readiness of socioeconomically disadvantaged students.

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.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

School leaders across the academy worked to write the LCAP by engaging in reflective processes throughout the year. The LCAP will be reviewed and refined by feedback from our larger community through the LCAP Public Hearing and a series of stakeholder engagement sessions in the month of May. MWA School Leadership hosted five different engagement sessions: 1) “LCAP Public Hearing” hosted by the School Site Council on 5/12/2021 2) English Learner Advisory Committee (ELAC) LCAP Stakeholder Engagement Session on 5/20/2021, 3) Open Morning Session for Stakeholder Engagement on 5/25/2021, 4) Black/African American Student Achievement Initiative (B/AASAI) Stakeholder Engagement Session on 5/26/2021, and 5) Faculty Stakeholder Engagement Session on 5/27/2021.

A summary of the feedback provided by specific stakeholder groups.

Much of the feedback provided by stakeholder groups was consistent with the actions that are listed in the LCAP. Families and faculty agreed that professional development should focus on English Learner achievement, agreed with the usage of Lexia, our curriculum choices and course offerings. Families and faculty, wanted to ensure translation services at all family engagement activities, a refined process to ensure culturally responsive curriculum adoption and a continued focus on Social Emotional Learning.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Please find new action items as well as refinements to current actions based on stakeholder input below:

Goal 1:
New Action: Develop and refine MWA’s approach to Enrichment in alignment with Ed Code
Add to Existing Action: Involve teachers to create culturally responsive “look fors” when adopting new curriculum

Goal 2:
No new action: Community agrees that ELD Professional Development is important and should be prioritized.

No refinements made
Goal 3:
New Action: Refine approach to training parents who assume leadership roles.

No refinements made
Goal 4:
New Action: Implement a cadence of training in service of this goal. Including professional training for teachers/staff to understand CTE pathways/become CTE instructors, Cross-content/ grade level workgroups to support APs, Add mid-year data analysis of AP student progress to assess potential pass rate/need for intervention
Addition to Existing Action: Include “all faculty” the groups receiving report outs on College and Career data.

Goal 5:

No New action added

Addition to Existing Goal: Include “all faculty” the groups receiving report outs on SARB process and data.

Goal 6:

New Action: Continue to refine Social Emotional Learning (SEL) advisory curriculum

Goal 7:

New Action: Refine and align Encore/Art and World Languages Program: Build out world language program, Align Encore/Art elective programs between MS and US, Ensure all CTC pathways are available to all students (ELs, SPED, tiered, etc.)

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 1 | The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d)) |

An explanation of why the LEA has developed this goal.

This goal aligns with priority 1 under basic conditions of learning.

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. | | | | Standards Aligned, Culturally Responsive Curriculum in all content areas. |
| Human Resources as built out their process for supporting the credentialing status of teachers. | Our systems are built, and being implemented. | | | | 100% of teachers appropriately assigned and making adequate progress towards their credential pathway. |
| Schedule for routine maintenance of key structural, equipment, appliance, and operational elements of the facility | Our systems and approach is being implemented. | | | | Buildings remain in good repair. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------------|--|--------------|--------------|
| 1 | Credentials | <ol style="list-style-type: none"> 1. Provide more resources to support teachers to get their teacher credential and/or keep them current. 2. Provide for explicit support for teacher interns and teacher residents to earn their credential. 3. During the recruitment and selection process insure evidence of credentials of candidates occurs. 4. Share updated information with our authorizer annually in October. 5. Follow the process for annual review of faculty files and credentialing information. | \$160,000.00 | Yes |
| 2 | Engagement and Governance | <ol style="list-style-type: none"> 1. Follow the Annual Curriculum Review & Adoption Plan: 2. Research alternative ways to make curricular resources available to students using a variety of materials and platforms (e.g. hard copy, electronically, and online), take input from stakeholder groups and the School Site Council, and create a DRAFT for review by June 2020. 3. Follow a process for the review and adoption new state curriculum for science and history materials, instructional materials, and textbooks. 4. Specifically call out culturally responsive practices and materials in the curriculum review process. | \$225,000.00 | Yes |
| 3 | Review and Adopt new curriculum. | <ol style="list-style-type: none"> 1. Follow the Facilities Review Plan addressing routine maintenance of key structural, equipment, appliance, and operational elements of the facility. 2. Post the schedule for scheduled inspections of key structural, equipment, appliance, and operational elements of the facility in a public space in the office and/or have copies of it in the office on file for review. 3. Schedule training and professional development of key staff to help support the execution of the plan. | \$118,594.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------|--|----------------|--------------|
| 4 | Credential process. | <p>1. MWA provides teacher residents with study aides that they can borrow and return; we assist with applications for provisional internship permit.</p> <p>2. MWA pays for the cost of the California CTC required Teacher Induction Program (TIP).</p> <p>3. The Talent Team at MWA obtains necessary information from candidates on credential status; HR obtains proof for new hires and/or checks the CA CTC website.</p> <p>4. As requested HR submits a list of faculty credential status by October each year.</p> <p>5. HR reviews faculty files annually each spring and meets with each faculty member who is on a credential agreement.</p> | \$79,172.00 | Yes |
| 5 | Curriculum integration | <p>1. Annual review of curriculum and adoption plan is conducted by instructional leadership. Annual stakeholder hearing regarding the sufficiency of textbooks was conducted at the November 2020 SSC meeting. A textbook and supplemental learning materials listing was adopted by the board.</p> <p>2. Research of alternative ways to make curricular resources available to students using a variety of materials and platforms is done through various meetings held throughout the year, including the Curriculum Committee meetings.</p> <p>3. An annual stakeholder hearing regarding the sufficiency of textbooks was conducted at the November SSC Meeting. A textbook and supplemental learning materials listing was adopted by the board with a Board resolution.</p> | \$21,500.00 | Yes |
| 6 | Facility Conditions. | <p>Schedule for regularly scheduled inspections of key structural, equipment, appliance, and operational elements of the facility.</p> <p>Schedule of any ongoing training or PD appropriate for the upkeep, maintenance, custodians, janitorial and gardening services, and inspection of structural, equipment, appliance, and operational</p> | \$1,025,782.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------------|--|-------------|--------------|
| | | elements of the facility. Schedule of an (annual, biannual, or triannual) inventory process re: the facilities, equipment, or appliances integral to the facility. | | |
| 7 | Enrichment Curricular Programs | 1-Pilot curricular enrichment programs that align with the state standards and are of interest to our community. (Curious Cardinals) | \$30,000.00 | Yes |

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 2 | Implementation of Common Core State Standards, including how English Learner students will be enabled to gain academic content knowledge and English language proficiency |

An explanation of why the LEA has developed this goal.

To align with priority 2: conditions of learning

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------------------------------------|---|----------------|----------------|----------------|--|
| ELD Training and Progress monitoring | <p>Money allotted in the budget is utilized for state purposes for equipment, materials, and training</p> <ul style="list-style-type: none"> 80% or more of the Professional Development plan is implemented 100% or more of the progress monitoring system for English Language Development is implemented | | | | All staff are coached regularly on implementation of ELD professional development. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------|---|-------------|--------------|
| 1 | ELD data analysis | <p>1. Insure the plan addresses the following elements:</p> <p>A. Implementation Plan with timelines, milestones, & who is responsible.</p> <p>B. Plan for ongoing professional development of faculty and administration through site-based and off-site training.</p> <p>C. Create a visiting committee to visit other schools.</p> <p>D. Plan and schedule for formal and informal observations of teachers to assess level of fidelity and implementation of CCSS.</p> <p>E. Section of formal teacher observations and lesson planning documents that address teacher efficacy with implementation of CCSS.</p> <p>2. Review CCSS elements as part of the annual Budget and LCAP process to insure alignment with CCSS implementation plan goals.</p> <p>3. Schedule semi-annual presentations to the MWA Board and larger community by way of updates on implementation and/or results – any data involving implementation data or student performance data, especially for Math performance.</p> | \$38,124.00 | Yes |
| 2 | Appropriate implementation | <p>1. Develop a schedule for site-based and off-site training for ELD Coordinator and faculty.</p> <p>2. Implement ongoing formal & informal evaluation and feedback.</p> <p>3. Implement a teacher evaluation tool that addresses the use of adopted ELD best practice instructional strategies.</p> <p>4. Share agreed upon best-practice ELD strategies through presentations to the MWA Board, CEO, and AIS group annually.</p> <p>5. Meet the goals for the new EL Initiatives.</p> | \$8,124.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------------|---|-------------|--------------|
| 3 | Implementation of Success Metrics | <p>1. Schedule for ELPAC Training of faculty and administrators and ELPAC testing for students.</p> <p>2. Development of a comprehensive English Language Proficiency project plan for EL students. The plan should include:</p> <p>A. EL proficiency goals</p> <p>B. Adopted school-wide common best practice strategies to be implemented in all classrooms.</p> <p>C. Identify milestones of the plan that are shared regularly with administration, faculty, and parents.</p> <p>D. Reclassification targets for all students.</p> <p>E. Growth targets for the group of EL students that take into account student GPAs, performance on benchmark assessments, and final grades.</p> <p>F. Progress monitoring protocols for EL students and recently (within the last 3 years) reclassified students.</p> <p>G. Schedule for presentations to the MWA Board and CEO two times per year CEO and the AIS group three times per year.</p> <p>H. Standardize the EL Plan.</p> | \$40,000.00 | Yes |

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 3 | Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation |

An explanation of why the LEA has developed this goal.

In alignment with Priority 3: Family Engagement

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|------------------------------------|-----------------------------|----------------|----------------|----------------|--|
| Attendance Data to Family Meetings | "Good" family participation | | | | "Strong" family participation. We hope to see increased participation in family engagement events. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------|--|-------------|--------------|
| 1 | Participation opportunities | <ol style="list-style-type: none"> 1. Maintain current engage activities such as monthly parent meetings, individual parent-teacher meetings, and workshops. Develop a peer support group meetings and a semi-annual review of the Volunteer Program. 2. Continue to publicize and share out SSC meeting updates and outcomes at parent meetings, in the Weekly Wave, and on the website. 3. Continue rotating key administrators to present to the SSC and share out data and progress in terms of overall successes and challenges. 4. Refine the system for marketing and engaging parents for the parent volunteer system. | \$28,408.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------|---|-------------|--------------|
| 2 | Family Engagement. | <p>SUBPRIORITY B – PROMOTING PARENT PARTICIPATION</p> <ol style="list-style-type: none"> 1. Director of Family Engagement and School Culture sends out monthly updates to parents and staff. 2. Make semiannual presentations to the SSC to discuss new ideas and to share successes and challenges. 3. Continue celebrating goals for parent participation and achieving the goals publicly. | \$28,408.00 | Yes |
| 3 | Family Engagement Marketing | <ol style="list-style-type: none"> 1. Update and refine campus and digital signage and promotion materials for parent meetings, School Site Council meetings, and events. 2. Develop and refine a more comprehensive and robust online calendar of events to help parents access information. Refine our new parent portal on the MWA website. 3. Send out monthly update emails to parents and staff. | \$53,716.00 | Yes |
| 4 | Parent Leadership | 1-Continue to refine Wave Representative role by providing training on parent leadership and MWA programming. | \$28,408.00 | Yes |

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 4 | <p>Pupil achievement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. CA Assessment of Academic Progress and Performance (CAASPP) statewide assessment B. The California School Dashboard C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by English Language Proficiency Assessment for California (ELPAC) E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness |

An explanation of why the LEA has developed this goal.

Priority 4 pupil achievement: Aligned with WASC Goal 3: Diversity, Equity and Inclusion

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|---|
| ADA rates Attendance/chronic absentee rates 8th grade retention rates Upper School retention rates & dropout rates Upper School graduation rates (A-G requirements) | 95% ADA 95% or higher ADA; 10% or less in the SARB process 85% or more of 8th graders matriculate to the Upper School 90% or higher retention rates from 9th-12th grades; less than 7% drop out | | | | Continued and increased metrics of: 97% ADA 90% or more 8th graders matriculate to Upper School 90% retention rates in Upper School 95% or higher graduation rate |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|---|
| | 90% or higher graduation rate for seniors | | | | |
| Academic Indicators: English Proficiency Rates AP pass rates | 70% reclassification rate by 8th grade 35% pass AP exams | | | | 80% reclassification rate by 8th grade 80% pass AP exams |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------------|--|-------------|--------------|
| 1 | Gather and report information | <p>SUBPRIORITY A – CA MAPP: ELA/LITERACY AND MATHEMATICS</p> <ol style="list-style-type: none"> 1. Present data, analysis, progress and challenges to the Academic Intervention Services Team (AIS) Team, the SSC, the MWA Board, and the CEO. 2. Continue to send faculty and administrators to off-site training and develop a schedule and frequency of ongoing training for the CCSS. 3. Set specific instructional strategies for the teaching of ELA and math. 4. Set specific growth targets for student achievement in ELA and math. | \$57,633.00 | Yes |
| 2 | Track and Support Retention | <ol style="list-style-type: none"> 1. Provide training for faculty, parents, students, and staff on the revised components that comprise the new state testing criteria when they are published. 2. Develop a project plan that details how MWA will provide for and support elements of the state testing results being accounted for in the school program. | \$8,124.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------|--|-------------|--------------|
| | | <p>3. When measured again, meet growth targets for EL subgroups in math and EL growth overall in order to successfully exit out of Program Improvement status.</p> <p>4. Continue to develop progress monitoring tools and goals through the AIS Team.</p> <p>5. Set a schedule to present to the MWA Board, SSC, parents, and CEO to report on progress, successes, challenges, and strategy.</p> | | |
| 3 | GPA Data | <p>SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)</p> <p>1. Create individual graduation pathway plans for MWA upper school students that track and monitor progress towards high school graduation and post-secondary plans.</p> <p>2. Provide training for faculty regarding upper school graduation requirements and college admissions criteria for University of California (UC) and California State University (CSU) campuses.</p> <p>3. Provide for training to faculty, administration, staff, students, and parents for the meaning and rationale for Career Technical Education (CTE) opportunities for students.</p> <p>4. Provide for specific training and ongoing support of upper school advisors in effectively executing and meeting their responsibilities.</p> <p>5. Ensure course schedule is “guaranteed and viable” allowing for adequate course access and availability for students in meeting the MWA high school graduation requirements in a timely way.</p> <p>6. Plan for annual updates and reports to the school community, SSC, MWA Board, and CEO on the CTE opportunities for students at MWA.</p> <p>7. Plan for annual updates to the MWA Board, SSC, Parents, and CEO on the progress of meeting the goal along with successes, challenges, and strategy.</p> <p>8. Ensure new courses are UCOP approved.</p> | \$29,400.00 | Yes |
| 4 | English Learner Program | SUBPRIORITY D – EL PROFICIENCY RATES | \$17,011.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------------|---|-------------|--------------|
| | | <ol style="list-style-type: none"> 1. The EL Coordinator works with the Academic Instruction Team, ELA teachers, faculty, and interventionists on a plan that includes the adoption and fidelity monitoring of the use of commonly adopted instructional strategies that are aimed at increasing EL proficiency. 2. A schedule for progress and fidelity monitoring is created that includes frequency of classroom observations, and data to be analyzed over the quarter. 3. The EL Coordinator presents scheduled updates to AIS Team, the Faculty, the SSC, MWA Board, and CEO. | | |
| 5 | English Learner Reclassification | <p>SUBPRIORITY E – EL RECLASSIFICATION RATES</p> <ol style="list-style-type: none"> 1. Create a “guaranteed and viable” ELPAC testing schedule. 2. Insure annual training of EL Coordinator, faculty, and staff is provided. 3. Create milestones throughout the school year that act as indicators of progress towards meeting and exceeding annual growth targets. 4. Present updates to parents, AIS Team, SSC, MWA Board, and CEO. | \$17,011.00 | Yes |
| 6 | AP Exam | <p>SUBPRIORITY F – AP EXAM PASSAGE RATE</p> <ol style="list-style-type: none"> 1. Set goal of 80% or more of students taking AP courses signing up for and taking the exam. 2. Set classroom observation schedule of AP courses to insure fidelity to the AP curriculum and to assess proper pacing of the course. 3. Provide for off-site and site-based training for faculty teaching AP courses. 4. Provide for any online or additional materials to support faculty and students in preparing for AP exams. 5. Monitor GPA progress in AP courses as part of AIS activities. 6. Set a schedule for presenting results of AP exams to AIS, SSC, MWA Board, and CEO. | \$29,400.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------|---|-------------|--------------|
| | | 7.Look at and use “AP Potential” data to inform decisions about courses to add. | | |
| 7 | College/Career | <p>SUBPRIORITY G – COLLEGE AND CAREER READINESS INDICATOR (CCI)</p> <p>1.Provide for a schedule of training for faculty and staff with a specific focus on the College and Career Readiness Indicator (CCI). 2.Provide for adoption of strategies that will support students in the development of essential skills to place at the level of "prepared" on the CCI. 3.Schedule annual presentations for families, AIS Team, SSC, MWA Board, and CEO to monitor, evaluate, and review school-wide performance on the CCI. 4. Involve a wide range of faculty and staff in a process for gathering input on school-wide performance on the CCI with the purpose of identifying best practices and focus areas for future professional development.</p> | \$55,133.00 | Yes |
| 8 | Enhance faculty training | <p>1. Provide training to 7th-12th grade teachers on AP standards and exams to ensure alignment 2. Provide training on CTE pathways to advisors and teachers interested in becoming CTE teachers 3. Integrate content lead walkthroughs to support AP preparedness 4. Add mid-year data analysis of AP progress rates to AIS or Academic Instruction Team updates</p> | \$61,290.00 | Yes |

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

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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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 5 | <p>GOAL 5: STUDENT ENGAGEMENT</p> <p>Pupil engagement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates |

An explanation of why the LEA has developed this goal.

Priority 6: School Climate (Engagement)

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|--|
| Social Worker Services Dashboard Student Management Data (Dean of Students) Professional Development calendar, meeting notes and surveys | PD Calendar reflects Social Emotional Well-Being training for faculty and families | | | | PD Survey data shows that stakeholders find training to be beneficial to practice and student outcomes |
| ADA rates Attendance/chronic absentee rates 8th grade retention rates | 95% ADA 95% or higher ADA; 10% or less in the SARB process | | | | 80% reclassification rate by 8th grade 80% pass AP exams |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|-----------------------------|
| Upper School retention rates & dropout rates Upper School graduation rates (A-G requirements) | 85% or more of 8th graders matriculate to the Upper School 90% or higher retention rates from 9th-12th grades; less than 7% drop out 90% or higher graduation rate for seniors | | | | |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------------|--|--------------|--------------|
| 1 | Messaging and Consistent Practice | <p>SUBPRIORITY A – STUDENT ATTENDANCE RATES</p> <p>1. Create student celebration recognition opportunities to recognize student and parent excellent attendance. Establish criteria for this.</p> <p>2. Present attendance data to parents, students, SSC, MWA Board, and CEO.</p> <p>3. Continue to conduct student exit interviews and collect data on student transfers.</p> | \$73,756.00 | Yes |
| 2 | Ongoing development | <p>SUBPRIORITY B – STUDENT ABSENTEEISM RATES</p> <p>1. Develop mechanisms to acknowledge student and parent improvement.</p> <p>2. Present/share SARB data and/or process updates to parents, AIS Team, SSC, MWA Faculty, MWA Board, and CEO.</p> | \$173,396.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------|--|--------------|--------------|
| 3 | Feedback and follow through | <p>SUBPRIORITY B – STUDENT ABSENTEEISM RATES</p> <ol style="list-style-type: none"> 1. Develop mechanisms to acknowledge student and parent improvement. 2. Present SARB data to parents, AIS Team, SSC, MWA Board, and CEO. | \$102,164.00 | Yes |
| 4 | Graduation Rates | <p>SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES</p> <ol style="list-style-type: none"> 1. At the end of each semester, release a "progress to graduation" report to each student to ensure that they are informed of the academic credits they have earned against the number required to either promote to the next grade level or to complete high school with a diploma or certificate of completion. 2. Identify students who are "in danger of retention" or who must "recover credits" and engage administrators, faculty, and staff in identifying differentiated strategies to effectively support students, holistically, so that they may increase or maintain their pace to graduation. 3. Provide advance notice to families of students identified as being "in danger of retention" or who must "recover credits" so that families are aware of different supports and opportunities available for credit recovery, advancement, or enrichment. 4. Engage a group of administrators, faculty, and staff to annually discuss the graduation rate data and propose interventions and refinements to the program to further increase graduation rates. 5. Present high school graduation rate data to the AIS, SSC, MWA Board, and CEO annually to discuss successes, challenges, and possible solutions. | \$29,400.00 | Yes |
| 5 | Graduation Rates | <p>SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES</p> <ol style="list-style-type: none"> 1. At the end of each semester, release a "progress to graduation" report to each student to ensure that they are informed of the academic credits they have earned against the number required to | \$29,400.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| | | <p>either promote to the next grade level or to complete high school with a diploma or certificate of completion.</p> <p>2. Identify students who are "on track" and engage administrators, faculty, and staff in identifying differentiated strategies to effectively support students, holistically, so that they may increase or maintain their pace to graduation.</p> <p>3. Provide advance notice to families of students identified as being "on track" so that families are aware of different supports and opportunities available for credit recovery, advancement, or enrichment.</p> <p>4. Engage a group of administrators, faculty, and staff to annually discuss the graduation rate data and propose interventions and refinements to the program to further increase graduation rates.</p> <p>5. Present high school graduation rate data to the AIS, SSC, MWA Board, and CEO annually to discuss successes, challenges, and possible solutions.</p> | | |

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

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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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 6 | School climate, as measured by all of the following, as applicable: A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness |

An explanation of why the LEA has developed this goal.

| |
|--|
| |
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Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|--|
| <ul style="list-style-type: none"> Social Worker Services Dashboard Student Management Data (Dean of Students) Professional Development calendar, meeting notes and surveys | <ul style="list-style-type: none"> 80% or more of the plan is implemented as measured in the Social Worker Dashboard 80% or more of the training and support plan is implemented as indicated by the Social Worker Dashboard | | | | <ul style="list-style-type: none"> Implement and better align a number of social-emotional, Advisory, and classroom based strategies, and faculty/staff trainings that can contribute to possibly |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|----------------|----------------|----------------|--|
| | <ul style="list-style-type: none"> 85% or more of students and parents indicate through the survey that MWA is safe, there is connection to the mission, and they feel seen and heard | | | | <p>curtailing and limiting the number of suspensions.</p> <ul style="list-style-type: none"> Implement a number of social-emotional, Advisory, and classroom based strategies, and faculty/staff trainings that can contribute to possibly curtailing and limiting the number of expulsions. 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 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|--|
| | | | | | MWA is safe, that they feel a strong connection to the mission, and that they feel seen and heard. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------|--|--------------|--------------|
| 1 | Social Emotional Learning | <p>SUBPRIORITY A – PUPIL SUSPENSION RATES</p> <ol style="list-style-type: none"> 1. Provide clear and consistent messaging on the Student Management System and Parent-Student Handbook. 2. Implement the restorative justice practices and social-emotional framework practices (PMSC) with fidelity align 5-12 and build out Social Emotional curriculum in advisory. 3. Provide for off-site and site-based professional development for Deans, staff, and other administrators to continue to refine their knowledge of discipline management techniques and social-emotional development. | \$21,972.00 | Yes |
| 2 | Expulsion Rates | <p>SUBPRIORITY B – PUPIL EXPULSION RATES</p> <ol style="list-style-type: none"> 1. Provide consistent Student Management System & Parent-Student Handbook messaging. 2. Implement the restorative justice practices and social-emotional framework practices with fidelity. 3. Provide for a school Social Worker to help students and families connect with site-based and off-site service providers to seek targeted support. | \$113,756.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------|---|--------------|--------------|
| | | <p>4. Provide for ongoing training of the MWA Social Worker to be able to help address more severe student issues.</p> <p>5. Provide for off-site and site-based professional development for Deans, staff, and other administrators to continue to refine their knowledge of discipline management techniques and socialemotional development.</p> | | |
| 3 | Safety and Connectedness | <p>SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)</p> <p>1. Conduct semi-annual surveys of students and parents to gauge their sense of safety, mission alignment, and connectedness within the community. A comprehensive school climate survey will be administered to students and parents biennially.</p> <p>2. Create a committee representing cross sections of the administration, faculty, staff, parents, and students to review the data and make recommendations.</p> <p>3. Present findings to the Parents, SSC, MWA Board, and CEO.</p> <p>4. Share discipline (Deans) and social-emotional well-being data (Social Worker) quarterly with MWA staff. Utilize socioemotional data (Social Worker) during professional development with staff members to implement change, and serve as foundation for instructional practices and the learning environment.</p> <p>5. Implement plans for more opportunities to look for cross-grade community building.</p> <p>6. Work with clinicians to support social emotional well-being.</p> | \$113,756.00 | Yes |
| 4 | Support Team | <p>1. Refine and build out holistic support services team to include additional Social Worker.</p> | \$80,000.00 | Yes |

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 7 | <p>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</p> <p>“Broad course of study” includes the following, as applicable: Grades 5-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</p> |

An explanation of why the LEA has developed this goal.

Alignment with state priority

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 | | | | - 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 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|---|
| | | | | | UC/CSU eligibility) through offering a viable but varied set of differentiated courses. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------------|--|--------------|--------------|
| 1 | Course Access | <ol style="list-style-type: none"> 1. Plan for and ensure that the master schedule is “guaranteed and viable”. 2. Continue to refine and develop course offerings in the middle school and upper school. 3. Ensure course offerings and master schedule reflect access, programming, and targeted specialized support for EL, IEP, Intervention, and GATE. 4. Annually audit the master schedule to assess its viability and make proposals for new courses to be added or taken away as a result of analysis. 5. Implement a plan for expanding performing arts options and courses. 6. Create a plan to expand world language options and courses. | \$390,612.00 | Yes |
| 2 | Alignment of course offerings | <ol style="list-style-type: none"> 1. Align middle school and upper school Encore/Art offerings 2. Align and build out the world language program to offer more diverse languages, with special attention to offering Spanish in the middle school | \$55,133.00 | Yes |

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 8 | Pupil outcomes, if available, in the subject areas described above in Goal #7, as applicable. |

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|---|
| <ul style="list-style-type: none"> • CAASPP scores for English and GPAs for English • CAASPP scores for Math and GPAs for Math • CAASPP scores for Science and GPAs for Science • CAASPP scores for Social Science and GPAs for | <ul style="list-style-type: none"> • ENGLISH: 50% for the Middle School and 70% for the Upper School pass the SBAC and have GPAs above 2.7. • MATH: 25% for the Middle School and 40% for the Upper School pass the SBAC and have | | | | <ul style="list-style-type: none"> • ENGLISH: 70% for the Middle School and 80% for the Upper School pass the SBAC and have GPAs above 2.7. • MATH: 50% for the Middle School and 60% for the Upper School pass the SBAC and have |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|---|
| <p>Social Science</p> <ul style="list-style-type: none"> • Data Walls in the school • Health and Wellness grades and Physical Fitness Test scores • Foreign Language grades and course completion • Couse Schedule | <p>GPA's above 2.7.</p> <ul style="list-style-type: none"> • SCIENCE: 50% for the Middle School and 70% for the Upper School pass the SBAC and have GPA's above 2.5. • SOCIAL SCIENCE: 50% for the Middle School and 70% for the Upper School pass the SBAC and have GPA's above 2.5. • PHYSICAL FITNESS: 70% or more will pass the annual Physical Fitness Test and have GPA's above 2.5. | | | | <p>GPA's above 2.7.</p> <ul style="list-style-type: none"> • SCIENCE: 50% for the Middle School and 70% for the Upper School pass the SBAC and have GPA's above 2.5. • SOCIAL SCIENCE: 50% for the Middle School and 70% for the Upper School pass the SBAC and have GPA's above 2.5. • PHYSICAL FITNESS: 90% or more will pass the annual Physical Fitness Test and have GPA's above 2.5. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|----------------|----------------|----------------|--|
| | <ul style="list-style-type: none"> 80% of Upper School students will take and pass foreign language classes needed for a-g and have GPAs above 2.5. 10% or more will be enrolled in CTE designated courses | | | | <ul style="list-style-type: none"> 80% of Upper School students will take and pass foreign language classes needed for a-g and have GPAs above 2.5. 10% or more will be enrolled in CTE designated courses |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| 1 | | <p>SUBPRIORITY A – ENGLISH, MATHEMATICS, SOCIAL SCIENCES, SCIENCE, VISUAL AND PERFORMING ARTS, PHYSICAL EDUCATION, HEALTH, AND FOREIGN LANGUAGES</p> <ol style="list-style-type: none"> 1.Ensure faculty, parents, and students know the goal. 2.Post mid-quarter and quarterly data in designated locations in the hallways, offices, and classrooms. 3.Continue to run initial analysis of quarterly data through the AIS Team. 4.Divisional meetings among Content Leads and the Academic Instruction team to discuss common strategies and outcomes for student growth. 5.Content Leads report out to their respective Director of Academic Instruction. 6. Implement schoolwide health and wellness goals. | \$55,133.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
| 2 | | <p>SUBPRIORITY B – CTE (GRADES 7-12 ONLY)</p> <p>1. Develop a plan to research, identify, and adopt CTE options that include a variety of approaches: AP courses, online courses & concurrent enrollment.</p> <p>2. Insure CTE goals are known by the faculty, students, and parents.</p> <p>3. CTE options and data are shared with the community annually in a report.</p> | \$16,270.00 | Yes |

Goal Analysis [2021-22]

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

| | |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 24.35% | 2,370,062 |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

At Making Waves Academy, we plan with our critical learners in mind. As we work to onboard new and improved diagnostic assessment systems and curriculum, we analyze the data through the lens of our English Learners, low income students and Foster Youth.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

This will be updated once expenditures are calculated.

Total Expenditures Table

| LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|----------------|-------------------|-------------|---------------|----------------|
| \$2,761,825.00 | \$261,398.00 | | \$391,763.00 | \$3,414,986.00 |

| Totals: | Total Personnel | Total Non-personnel |
|---------|-----------------|---------------------|
| Totals: | \$2,065,042.00 | \$1,349,944.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|----------------------------------|--------------|-------------------|-------------|---------------|----------------|
| 1 | 1 | English Learners Foster Youth Low Income | Credentials | \$160,000.00 | | | | \$160,000.00 |
| 1 | 2 | English Learners Foster Youth Low Income | Engagement and Governance | \$225,000.00 | | | | \$225,000.00 |
| 1 | 3 | English Learners Foster Youth Low Income | Review and Adopt new curriculum. | \$118,594.00 | | | | \$118,594.00 |
| 1 | 4 | English Learners Foster Youth Low Income | Credential process. | \$37,700.00 | | | \$41,472.00 | \$79,172.00 |
| 1 | 5 | English Learners Foster Youth Low Income | Curriculum integration | \$21,500.00 | | | | \$21,500.00 |
| 1 | 6 | English Learners Foster Youth Low Income | Facility Conditions. | \$764,384.00 | \$261,398.00 | | | \$1,025,782.00 |
| 1 | 7 | English Learners Foster Youth Low Income | Enrichment Curricular Programs | \$30,000.00 | | | | \$30,000.00 |
| 2 | 1 | English Learners Foster Youth Low Income | ELD data analysis | \$38,124.00 | | | | \$38,124.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|-----------------------------------|-------------|-------------------|-------------|---------------|-------------|
| 2 | 2 | English Learners Foster Youth Low Income | Appropriate implementation | \$8,124.00 | | | | \$8,124.00 |
| 2 | 3 | English Learners Foster Youth Low Income | Implementation of Success Metrics | \$40,000.00 | | | | \$40,000.00 |
| 3 | 1 | English Learners Foster Youth Low Income | Participation opportunities | \$28,408.00 | | | | \$28,408.00 |
| 3 | 2 | English Learners Foster Youth Low Income | Family Engagement. | \$28,408.00 | | | | \$28,408.00 |
| 3 | 3 | English Learners Foster Youth Low Income | Family Engagement Marketing | \$53,716.00 | | | | \$53,716.00 |
| 3 | 4 | English Learners Foster Youth Low Income | Parent Leadership | \$28,408.00 | | | | \$28,408.00 |
| 4 | 1 | English Learners Foster Youth Low Income | Gather and report information | \$57,633.00 | | | | \$57,633.00 |
| 4 | 2 | English Learners Foster Youth Low Income | Track and Support Retention | \$8,124.00 | | | | \$8,124.00 |
| 4 | 3 | English Learners Foster Youth Low Income | GPA Data | \$29,400.00 | | | | \$29,400.00 |
| 4 | 4 | English Learners Foster Youth Low Income | English Learner Program | | | | \$17,011.00 | \$17,011.00 |
| 4 | 5 | English Learners Foster Youth Low Income | English Learner Reclassification | | | | \$17,011.00 | \$17,011.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|-----------------------------------|--------------|-------------------|-------------|---------------|--------------|
| 4 | 6 | English Learners Foster Youth Low Income | AP Exam | \$29,400.00 | | | | \$29,400.00 |
| 4 | 7 | English Learners Foster Youth Low Income | College/Career | \$55,133.00 | | | | \$55,133.00 |
| 4 | 8 | English Learners Foster Youth Low Income | Enhance faculty training | \$61,290.00 | | | | \$61,290.00 |
| 5 | 1 | English Learners Foster Youth Low Income | Messaging and Consistent Practice | \$73,756.00 | | | | \$73,756.00 |
| 5 | 2 | English Learners Foster Youth Low Income | Ongoing development | \$173,396.00 | | | | \$173,396.00 |
| 5 | 3 | English Learners Foster Youth Low Income | Feedback and follow through | \$102,164.00 | | | | \$102,164.00 |
| 5 | 4 | English Learners Foster Youth Low Income | Graduation Rates | \$29,400.00 | | | | \$29,400.00 |
| 5 | 5 | English Learners Foster Youth Low Income | Graduation Rates | \$29,400.00 | | | | \$29,400.00 |
| 6 | 1 | English Learners Foster Youth Low Income | Social Emotional Learning | | | | \$21,972.00 | \$21,972.00 |
| 6 | 2 | English Learners Foster Youth Low Income | Expulsion Rates | \$113,756.00 | | | | \$113,756.00 |
| 6 | 3 | English Learners Foster Youth Low Income | Safety and Connectedness | \$113,756.00 | | | | \$113,756.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|-------------------------------|-------------|-------------------|-------------|---------------|--------------|
| 6 | 4 | English Learners Foster Youth Low Income | Support Team | \$80,000.00 | | | | \$80,000.00 |
| 7 | 1 | English Learners Foster Youth Low Income | Course Access | \$96,315.00 | | | \$294,297.00 | \$390,612.00 |
| 7 | 2 | English Learners Foster Youth Low Income | Alignment of course offerings | \$55,133.00 | | | | \$55,133.00 |
| 8 | 1 | English Learners Foster Youth Low Income | | \$55,133.00 | | | | \$55,133.00 |
| 8 | 2 | English Learners Foster Youth Low Income | | \$16,270.00 | | | | \$16,270.00 |

Contributing Expenditures Tables

| Totals by Type | Total LCFF Funds | Total Funds |
|--------------------------|------------------|----------------|
| Total: | \$2,761,825.00 | \$3,414,986.00 |
| LEA-wide Total: | \$0.00 | \$0.00 |
| Limited Total: | \$0.00 | \$0.00 |
| Schoolwide Total: | \$2,761,825.00 | \$3,414,986.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|----------------------------------|------------|--|-------------|--------------|----------------|
| 1 | 1 | Credentials | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$160,000.00 | \$160,000.00 |
| 1 | 2 | Engagement and Governance | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$225,000.00 | \$225,000.00 |
| 1 | 3 | Review and Adopt new curriculum. | Schoolwide | English Learners Foster Youth Low Income | | \$118,594.00 | \$118,594.00 |
| 1 | 4 | Credential process. | Schoolwide | English Learners Foster Youth Low Income | | \$37,700.00 | \$79,172.00 |
| 1 | 5 | Curriculum integration | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$21,500.00 | \$21,500.00 |
| 1 | 6 | Facility Conditions. | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$764,384.00 | \$1,025,782.00 |
| 1 | 7 | Enrichment Curricular Programs | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$30,000.00 | \$30,000.00 |
| 2 | 1 | ELD data analysis | Schoolwide | English Learners | All Schools | \$38,124.00 | \$38,124.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|-----------------------------------|------------|--|-------------|-------------|-------------|
| | | | | Foster Youth Low Income | | | |
| 2 | 2 | Appropriate implementation | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$8,124.00 | \$8,124.00 |
| 2 | 3 | Implementation of Success Metrics | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$40,000.00 | \$40,000.00 |
| 3 | 1 | Participation opportunities | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$28,408.00 | \$28,408.00 |
| 3 | 2 | Family Engagement. | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$28,408.00 | \$28,408.00 |
| 3 | 3 | Family Engagement Marketing | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$53,716.00 | \$53,716.00 |
| 3 | 4 | Parent Leadership | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$28,408.00 | \$28,408.00 |
| 4 | 1 | Gather and report information | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$57,633.00 | \$57,633.00 |
| 4 | 2 | Track and Support Retention | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$8,124.00 | \$8,124.00 |
| 4 | 3 | GPA Data | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$29,400.00 | \$29,400.00 |
| 4 | 4 | English Learner Program | Schoolwide | English Learners Foster Youth Low Income | All Schools | | \$17,011.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|-----------------------------------|------------|--|-------------|--------------|--------------|
| 4 | 5 | English Learner Reclassification | Schoolwide | English Learners Foster Youth Low Income | All Schools | | \$17,011.00 |
| 4 | 6 | AP Exam | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$29,400.00 | \$29,400.00 |
| 4 | 7 | College/Career | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$55,133.00 | \$55,133.00 |
| 4 | 8 | Enhance faculty training | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$61,290.00 | \$61,290.00 |
| 5 | 1 | Messaging and Consistent Practice | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$73,756.00 | \$73,756.00 |
| 5 | 2 | Ongoing development | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$173,396.00 | \$173,396.00 |
| 5 | 3 | Feedback and follow through | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$102,164.00 | \$102,164.00 |
| 5 | 4 | Graduation Rates | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$29,400.00 | \$29,400.00 |
| 5 | 5 | Graduation Rates | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$29,400.00 | \$29,400.00 |
| 6 | 1 | Social Emotional Learning | Schoolwide | English Learners Foster Youth Low Income | All Schools | | \$21,972.00 |
| 6 | 2 | Expulsion Rates | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$113,756.00 | \$113,756.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|-------------------------------|------------|--|-------------|--------------|--------------|
| 6 | 3 | Safety and Connectedness | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$113,756.00 | \$113,756.00 |
| 6 | 4 | Support Team | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$80,000.00 | \$80,000.00 |
| 7 | 1 | Course Access | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$96,315.00 | \$390,612.00 |
| 7 | 2 | Alignment of course offerings | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$55,133.00 | \$55,133.00 |
| 8 | 1 | | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$55,133.00 | \$55,133.00 |
| 8 | 2 | | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$16,270.00 | \$16,270.00 |

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Total Planned Expenditures | Total Estimated Actual Expenditures |
|--------------------|----------------------|----------------------------|--|--|-------------------------------------|
| | | | | | |
| | | | Totals: | Planned Expenditure Total | Estimated Actual Total |
| | | | Totals: | | |

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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.

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

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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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) |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for 2021–22 . | Enter information in this box when completing the LCAP for 2021–22 . | Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then. | Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then. | Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then. | Enter information in this box when completing the LCAP for 2021–22 . |

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year

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.

- 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.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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.