



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Making Waves Academy

CDS Code: 07100740114470

School Year: 2025-26

LEA contact information:

Alton B. Nelson, Jr.

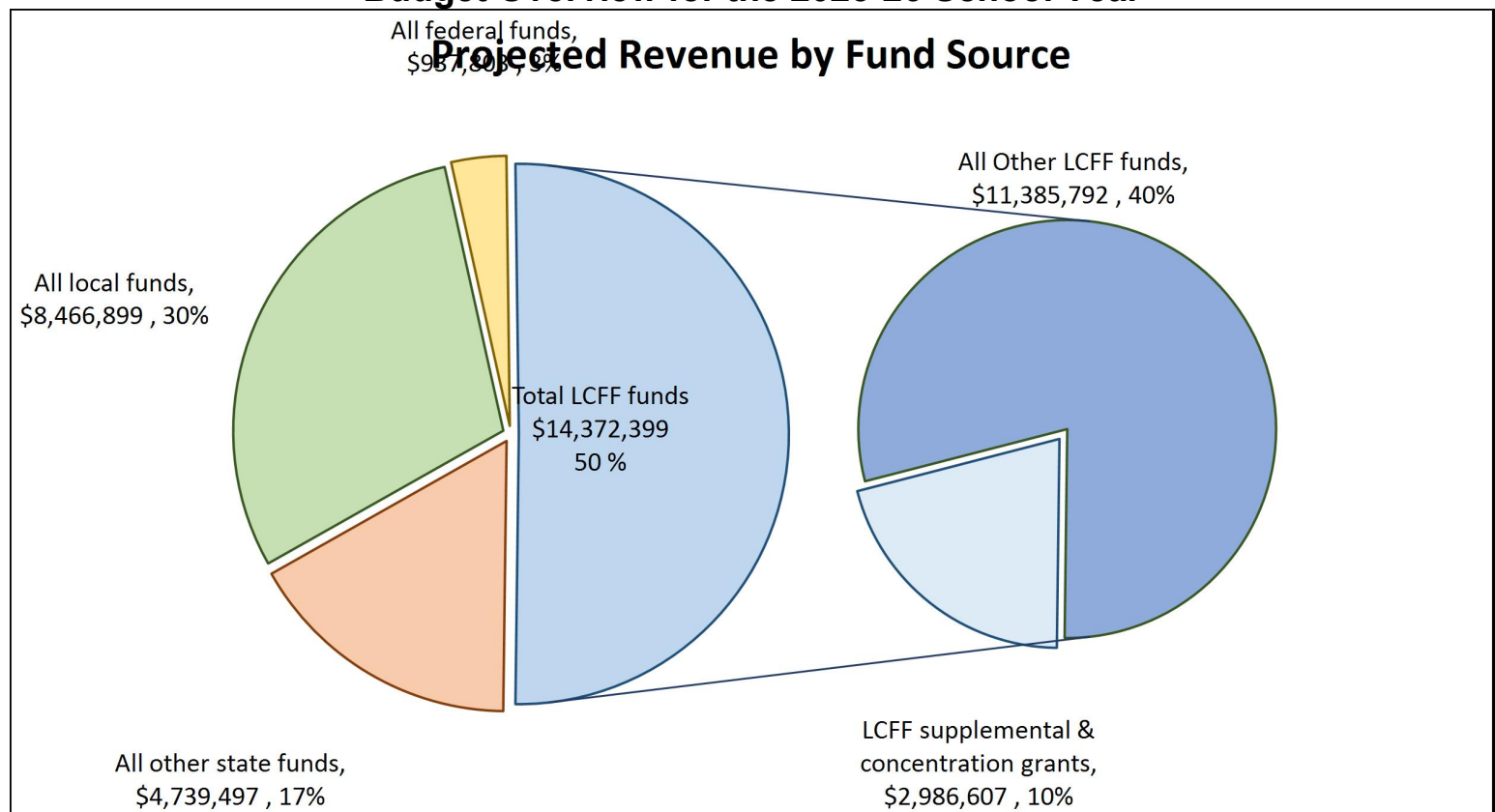
Chief Executive Officer

anelson@mwacademy.org

510-262-1511

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

Budget Overview for the 2025-26 School Year

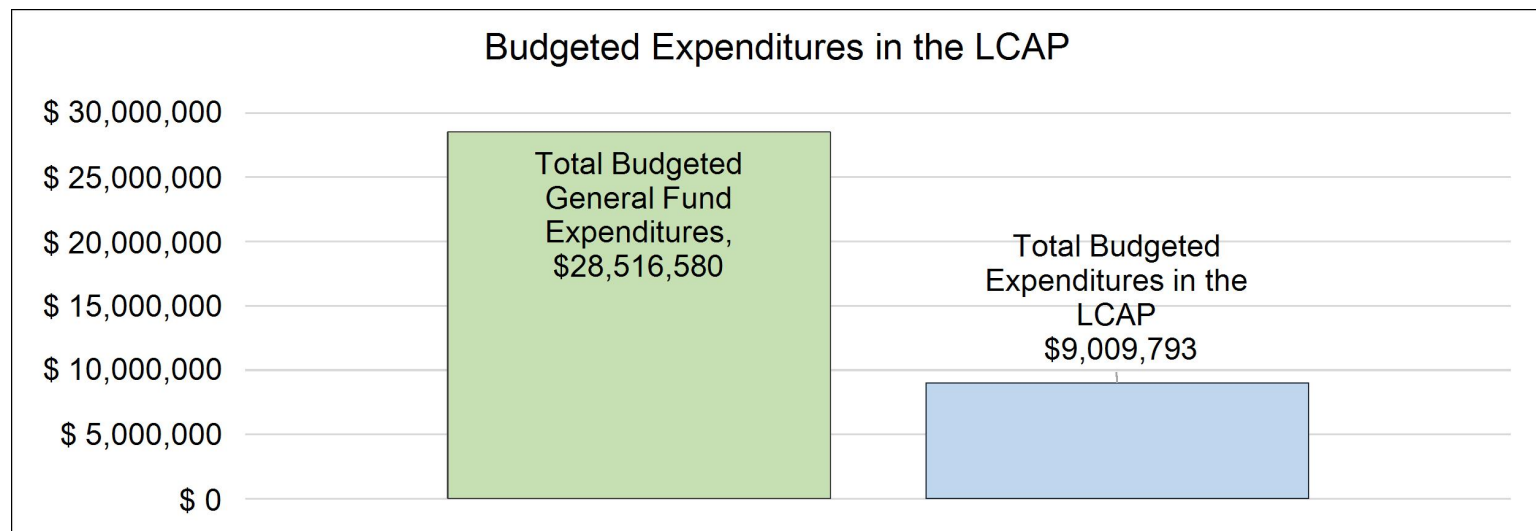


This chart shows the total general purpose revenue Making Waves Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Making Waves Academy is \$28,516,598, of which \$14,372,399 is Local Control Funding Formula (LCFF), \$4,739,497 is other state funds, \$8,466,899 is local funds, and \$937,803 is federal funds. Of the \$14,372,399 in LCFF Funds, \$2,986,607 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Making Waves Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Making Waves Academy plans to spend \$28,516,580 for the 2025-26 school year. Of that amount, \$9,009,793 is tied to actions/services in the LCAP and \$19,506,787 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

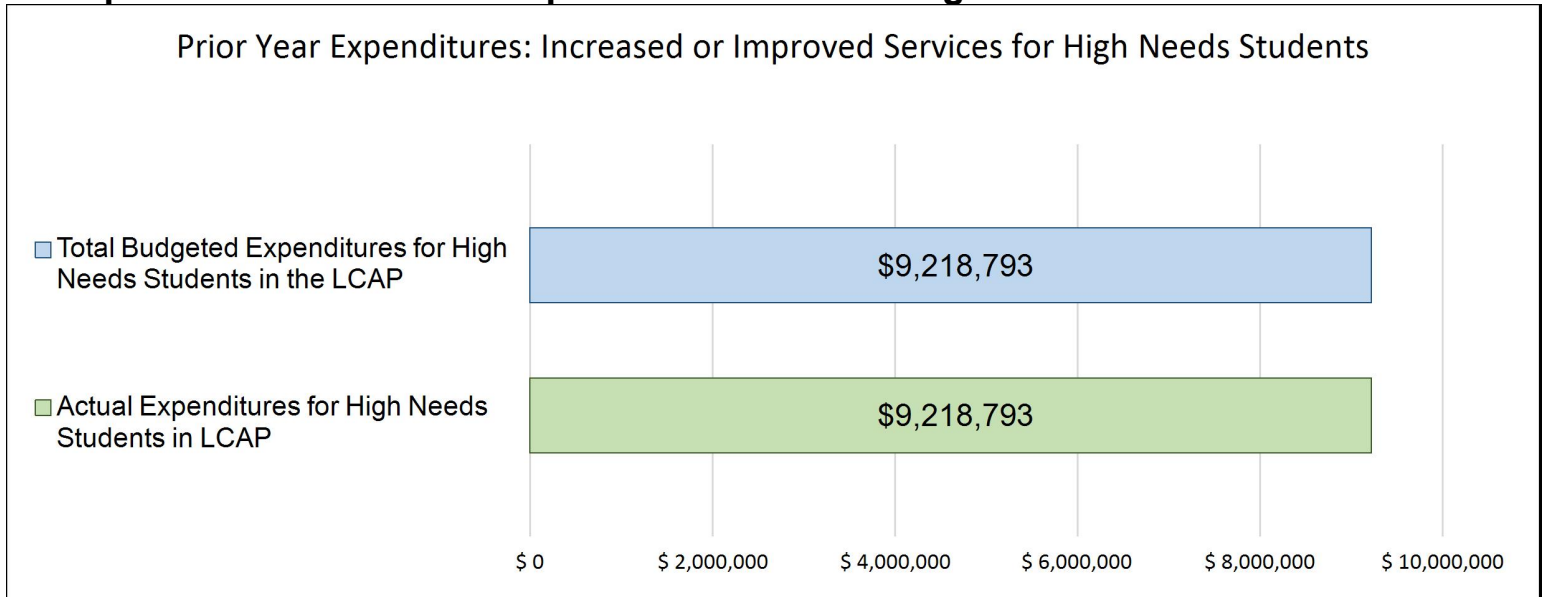
For the 2024-25 school year, 71% of MWA's budget came from federal funds, LCFF funds, and other state funds. 29% of MWA's budget came from public funds (philanthropic funds).

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Making Waves Academy is projecting it will receive \$2,986,607 based on the enrollment of foster youth, English learner, and low-income students. Making Waves Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Making Waves Academy plans to spend \$7,010,234 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Making Waves Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Making Waves Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Making Waves Academy's LCAP budgeted \$9,218,793 for planned actions to increase or improve services for high needs students. Making Waves Academy actually spent \$9,218,793 for actions to increase or improve services for high needs students in 2024-25.



Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

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

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

Our aim is for all of our students ("Wave-Makers") to earn their high school diplomas and be eligible for college admission. While MWA celebrates the multiple college and career pathways our Wave-Makers embark upon, historically, 90% or more gain admission to college (around 70% or so enroll in four-year colleges and about 20%-25% enroll in community colleges). Our high school graduation requirements are aligned with California's "a-g" required courses for college admissions criteria. To this end, we provide students and families with access to a variety of academic and holistic support services that include, art, athletics, parent education opportunities, social-emotional education and support, and college and career counseling.

The student demographics of MWA include a majority of students from socioeconomically disadvantaged households, students who qualify for Free and Reduced Priced Meals (FRPM), a majority "students of color", a high percentage of incoming English Learners, and a small but material percentage of students with disabilities and learning differences.

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

Our WASC/LCAP goals are as follows:

Develop and refine vertically aligned programs to support all learners.

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Goal 1: Support for All Learners

Action:

- 1.7: Academic Support

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

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

Rationale:

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

Goal 2: College and Career Readiness

Actions:

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

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

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

Rationale:

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

Goal 3: Diversity, Equity, and Inclusion

Actions:

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

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

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

Rationale:

(3.5) SWD and Black students have the highest rates of suspension and chronic absenteeism, indicating a critical need for more proactive, culturally responsive SEL support. The school needs additional tools and strategies to help students develop self-regulation skills and re-engage with the learning environment.

(3.6) SWD consistently score in the lowest performance levels on state and internal assessments and have higher suspension and absenteeism rates than their peers. A more robust and consistent system for managing 504 plans is needed to ensure timely support and accommodations for students with disabilities. Improved oversight will also help identify students earlier and support staff in meeting their needs more effectively.

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

When we look at our performance on the CA State Dashboard and when we analyze local data, we saw improvements across the board for all subgroups. While there is still work to be done, some of the consistency in practices showed up in our outcomes on the most recent CA State Dashboard. Successes included gains in English and math, in aggregate, over the previous year, and an increase in our high school graduation rates. When compared to the local district, we saw the biggest improvement in chronic absenteeism, the strongest improvement in English learner progress (ELPI), one of the highest rates of preparedness on the college and career indicator, one of the strongest ELA results for Black or African American students, and one of the biggest improvements for math among our English Learners.

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

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

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

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

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

Reflections: Technical Assistance

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

Following the release of the 2024 CA Dashboard, our areas of eligibility were updated. We have exited the Differentiated Assistance program for Academics for Students with Disabilities. However, based on our current data, we are now eligible for Differentiated Assistance under two indicators for two student groups: Chronic Absenteeism and Suspensions for Students with Disabilities as well as Black/African-American Students.

As of April 2025, we were seeing some interesting trends which may result in a lower suspension rate at the end of the year. While the overall suspension rate (percentage of students suspended at least once) is tracking at or right below where we were at this time last year, the number of suspensions is lower. This means that we are not suspending the same student multiple times. Additionally, the suspension and chronic absenteeism for Black/African American students is down by about 50% when compared to last year. We are seeing a plateau in the data this month which was not the case a year ago, we actually saw a significant spike last March.

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

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

1. Suspension rates for Students with Disabilities (SWD), SWD were suspended at a higher rate than general education students
2. Academic Performance (ELA/Math) for Students with Disabilities (SWD), SWD performed lower on state assessments than general education students

Through the Differentiated Assistance (DA) process and with support from the Santa Clara County Office of Education (SCCOE) MWA is:

1. Has identified its strengths, weaknesses and root causes in the areas named above.
2. Conducted a deep data dive of MWA's local and state data to identify root causes of the problem.
3. Conducting Empathy Interviews with a small group of students and faculty in Spring 2024 to validate and/or inform changes to the identified root causes.
4. Formulating and conducting small action plans to test our theories on the root causes.
5. Formulating, implementing and assessing actions during the 2024-2025 school year.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
August 5, 2024 All Staff and Faculty PD	Meeting in-person (Session was held during regularly scheduled PD) Agenda and materials shared ahead of time. Topic - August PD: LCAP Informational Session: Introducing faculty and staff to what the LCAP is and specifically to MWA's new LCAP. Faculty and staff explored the different elements of our LCAP including Goals, actions, metrics, and expenditures. Engagement: Overview of what the LCAP is, why we do it, and general information was shared. A brief overview of each goal was given. Faculty and staff then broke into groups and received an info packet on a specific LCAP action, including associated metrics and expenditures. Small groups engaged in discussion about their actions and how they see them showing up in their daily work. Groups were then paired together to explain their actions and discover how the different LCAP goals and actions intermingle.
August 7, 2025 Student Activity Coordinators	Meeting in-person Agenda shared ahead of time. Topic - Student Involvement and Engagement: Exploring student feedback that has been shared in the past and planning for student engagement in the LCAP for SY 2024-25.

Educational Partner(s)	Process for Engagement
	<p>Engagement: Student Activity Coordinators shared student takeaways and experiences specifically related to a recent ASB leadership camp and discussed how to engage students in the LCAP for the year.</p>
<p>August 13, 2025</p> <p>LCAP Goal Owners (Principal and Assistant Principals)</p>	<p>Meeting in-person Agenda shared ahead of time.</p> <p>Topic - LCAP Recap: Reviewing goals and actions in the LCAP for the upcoming year. Sharing LCAP goals and actions with new assistant principal.</p> <p>Engagement: Principal and LCAP Coordinator (Project Manager) reviewed LCAP goals and actions with new assistant principal including: Resources, Background on why the actions were created, timelines, LCAP Working group members and tasks, LCAP Advisory Group members and tasks, and steps for engagement. Resources for recruiting students to the LCAP Advisory Group (LCAP AG) were distributed.</p>
<p>August 20, 2024</p> <p>LCAP WG (LCAP Working Group with Principal, Assistant Principals, Instructional Coaches, College and Career Readiness team, Student Services team, deans, ELD Coordinator, Director of Special Education, CEO (Superintendent), and compliance team)</p>	<p>Meeting in-person Agenda and materials shared ahead of time.</p> <p>Topic - LCAP Orientation: Introducing the LCAP WG (LCAP Working Group) to our goals, actions, metrics, resources, and timeline to be used over the school year.</p> <p>Engagement: LCAP WG discussed where to find MWA's LCAP, what the LCFF priorities are and where they show up in our LCAP. The group explored LCAP templates and materials, and discussed the differences between the goals. They then split into pairs and were asked questions about our goals, LCFF priorities, metrics, and 3-year outcomes. Resources for recruiting students to the LCAP Advisory Group (LCAP AG) were distributed.</p>

Educational Partner(s)	Process for Engagement
<p>August 27, 2024</p> <p>LCAP WG (LCAP Working Group with Director of College and Career Counseling, Associate Director of College and Career Counseling, Associate Director of Academic Advising, College and Career Coordinator)</p>	<p>Meeting in-person</p> <p>Topic - Goal 2: College and Career Readiness: Ensuring understanding of LCAP resources and content for the College and Career Center staff.</p> <p>Engagement: Open discussion and exploration of LCAP resources and actions specific to Goal 2: College and Career Readiness. The CCC staff engaged with the materials and asked questions about their specific goal, actions, and metrics as we began implementing the new LCAP in the fall of 2024. Resources for recruiting students to the LCAP AG (LCAP Advisory Group) were distributed.</p>
<p>September 17, 2024</p> <p>LCAP WG (LCAP Working Group with Principal, Assistant Principals, Instructional Coaches, College and Career Readiness team, Student Services team, deans, ELD Coordinator, CEO (Superintendent), and compliance team)</p>	<p>Meeting in-person Agenda and Resources shared ahead of time.</p> <p>Topic - LCAP AG (LCAP Advisory Group) Prep: Preparing for the first LCAP AG of the school year and ensuring clarity on what the LCAP AG is.</p> <p>Engagement: LCAP WG reviewed the LCAP AG Commitment From, discussed who makes up the group, what their roles and responsibilities are, and discussed topics to elicit feedback on from the LCAP AG. LCAP WG came up with questions to ask students, parents, and how to share information on LCAP goals. The group then took time to share with each other how the initial implementation of LCAP actions was going.</p>
<p>October 17, 2024</p> <p>LCAP AG (LCAP Advisory group with majority parents, multiple students, and representatives from the LCAP WG)</p>	<p>Meeting via Zoom (Meeting was held after school hours to enable more parent participation.) Agenda (English and Spanish) Posted to the MWA website 72 hours in advance of the meeting. Meeting reminders sent out to parents before meeting.</p> <p>Topic - LCAP Orientation</p>

Educational Partner(s)	Process for Engagement
	<p>Oriented the 2024-25 LCAP AG to the LCAP, our work for the year, including students in the group this year, and distributed the LCAP AG Commitment Form.</p> <p>Engagement: Began meeting by asking students questions relevant to each LCAP goal and reviewing common acronyms. Introduced the LCAP's goals, actions, and school personnel that work on each goal. A representative from each team that directly works to implement LCAP Goals and Actions was present during the meeting to directly answer student and parent questions, and to be able to bring community feedback directly to their teams. Feedback form was shared at the end of the meeting.</p>
<p>October 22, 2024</p> <p>LCAP WG LWG (LCAP Working Group with Instructional Coaches, College and Career Readiness team, Student Services team, deans, CEO (Superintendent), and compliance team)</p>	<p>Meeting in-person Agenda and materials shared ahead of time.</p> <p>Topic - LCAP AG (LCAP Advisory Group) Debrief: Reviewing and discussing takeaways from the LCAP AG (LCAP Advisory Group).</p> <p>Engagement: LCAP WG reviewed notes taken by school personnel in the LCAP AG and discussed how the feedback can be incorporated into LCAP Goals, actions, and policy.</p>
<p>October 31, 2024</p> <p>LCAP WG (LCAP Working Group with Principal, Assistant principals, and Instructional coaches)</p>	<p>Meeting in-person Agenda and materials shared ahead of time.</p> <p>Topic - LCAP AG (LCAP Advisory Group) Debrief on Goal 1: Support for All Learners: Reviewing and discussing takeaways from the LCAP AG (LCAP Advisory Group) specific to Goal 1: Support for All Learners.</p> <p>Engagement:</p>

Educational Partner(s)	Process for Engagement
	LCAP WG reviewed notes taken by school personnel in the LCAP AG and discussed how the feedback can be incorporated into LCAP Goal 1: Support for All Learners.
<p>November 12, 2024</p> <p>LCAP WG (LCAP Working Group with Principal, Assistant Principals, Instructional Coaches, College and Career Readiness team, Student Services team, deans, CEO (Superintendent), and compliance team)</p>	<p>Meeting in-person Agenda and Resources shared ahead of time.</p> <p>Topic - LCAP AG (LCAP Advisory Group) Prep: Preparing for the LCAP AG and discussing disaggregating LCAP metrics.</p> <p>Engagement: Discussed which student subgroups to disaggregate LCAP metrics by via a Padlet activity. Providing updates on LCAP metrics, actions, and WASC evidence collection then planned for LCAP AG to discuss parent and student feedback that had been incorporated into the LCAP, creating student questions, and identifying key metrics to highlight.</p>
<p>December 10, 2024</p> <p>LCAP WG (LCAP Working Group with Principal, Assistant Principals, Instructional Coaches, College and Career Readiness team, Student Services team, deans, and CEO (Superintendent))</p>	<p>Meeting in-person Resources shared ahead of time.</p> <p>Topic - Mid-Year Update:</p> <p>Engagement: Compiled action progress and metrics in goal groups, followed by goal-by-goal share outs. Collaborated to troubleshoot spring semester implementation and discussed key takeaways to share in the upcoming Advisory Group and staff feedback sessions. Continued collecting WASC evidence.</p>
<p>December 12, 2024</p> <p>LCAP AG (LCAP Advisory Group with majority parents, multiple students, and representatives from the LCAP WG)</p>	<p>Meeting via Zoom (Meeting was held after school hours to enable more parent participation.) Agenda (English and Spanish) Posted to the MWA website 72 hours in advance of the meeting. Meeting reminders sent out to parents before meeting.</p>

Educational Partner(s)	Process for Engagement
	<p>Topic - LCAP Mid-Year Update Review semester 1 progress with a focus on how feedback had been incorporated and collect feedback for Mid-Year Update</p> <p>Engagement: Began meeting by asking students questions relevant to each LCAP goal, reviewing common acronyms, and checking in on commitment forms. Reviewed updates from educational partner feedback, current actions, and metric highlights for all three goals. Closed with a discussion on the Mid-Year Update, including what should be included and how feedback will be shared. Feedback form was shared at the end of the meeting.</p>
<p>January 7, 2025</p> <p>LCAP WG (LCAP Working Group with Deans, Social Worker, and CEO (Superintendent))</p>	<p>Meeting in-person Agenda and materials shared ahead of time.</p> <p>Topic – Goal 3: Diversity, Equity, and Inclusion – Metric Review and Mid-Year Prep: Digging into Goal 3 metrics and preparing for the Mid-Year Update.</p> <p>Engagement: LCAP WG disaggregated Goal 3 metrics, identified needed edits to qualitative metrics, and clarified sources and responsibilities for data collection. The group reflected on progress for Goal 3 actions and identified key insights from the data. Discussion included how data trends—positive and negative—can inform next steps, and what support is needed to fill remaining data gaps. The team also reviewed upcoming deadlines and expectations for the Mid-Year Update approval process.</p>
<p>January 8, 2025</p> <p>LCAP WG (LCAP Working Group with Director of College and Career Counseling, Associate Director of College and Career Counseling, Associate Director of Academic Advising, College and Career Coordinator)</p>	<p>Meeting in-person Agenda and materials shared ahead of time.</p> <p>Topic – Goal 2: College and Career Readiness-- Metric Review and Mid-Year Prep: Digging into Goal 2 metrics and preparing for the Mid-Year Update.</p>

Educational Partner(s)	Process for Engagement
	<p>Engagement: LCAP WG disaggregated Goal 2 metrics, identified needed edits to qualitative metrics, and clarified sources and responsibilities for data collection. The group reflected on progress for Goal 2 actions and identified key insights from the data. Discussion included how data trends—positive and negative—can inform next steps, and what support is needed to fill remaining data gaps. The team also reviewed upcoming deadlines and expectations for the Mid-Year Update approval process.</p>
<p>January 10, 2025</p> <p>LCAP WG (LCAP Working Group with Principal, Assistant principals, and Instructional coaches)</p>	<p>Meeting in-person Agenda and materials shared ahead of time.</p> <p>Topic – Goal 1: Support for All Learners – Metric Review and Mid-Year Prep: Digging into Goal 3 metrics and preparing for the Mid-Year Update.</p> <p>Engagement: LCAP WG disaggregated Goal 3 metrics, identified needed edits to qualitative metrics, and clarified sources and responsibilities for data collection. The group reflected on progress for Goal 3 actions and identified key insights from the data. Discussion included how data trends—positive and negative—can inform next steps, and what support is needed to fill remaining data gaps. The team also reviewed upcoming deadlines and expectations for the Mid-Year Update approval process.</p>
<p>January 27, 2025</p> <p>School Board Meeting</p>	<p>Meeting in-person and available via Zoom Agenda and materials Posted to the MWA website 72 hours in advance of the meeting. Meeting reminders sent out to parents before Meeting</p> <p>Topic - Presented LCAP Mid-Year Update to the board and shared materials publicly Included were: Current metrics, progress towards goals, and mid-year expenditures. Gather further feedback, specifically as to how LCAP progress aligned with over-all school actions.</p>

Educational Partner(s)	Process for Engagement
<p>February 13, 2025</p> <p>LCAP AG (LCAP Advisory Group with majority parents, multiple students, and representatives from the LCAP WG)</p>	<p>Meeting via Zoom (Meeting was held after school hours to enable more parent participation.) Agenda (English and Spanish) Posted to the MWA website 72 hours in advance of the meeting. Meeting reminders sent out to parents before meeting.</p> <p>Topic – LCAP AG: Goal-Based Reflections and Feedback Collection: Reviewing updates on LCAP metrics and gathering feedback from students on all three goals.</p> <p>Engagement: Began meeting by asking students questions relevant to each LCAP goal, reviewing common acronyms, and checking in on commitment forms. The group reflected on current data across all three goals, including GPA trends, discipline rates, field trips, and college readiness benchmarks. Updates were shared on how student input has been used so far. The meeting closed with a discussion on how to engage educational partners in the LCAP Annual Update. Feedback form was shared at the end of the meeting.</p>
<p>February 24, 2025</p> <p>New Instructional Coach</p>	<p>Meeting in-person Agenda and materials shared ahead of time.</p> <p>Topic – Introduction to the LCAP Shared MWA's LCAP and discussed Goal 1: Support for All Learners.</p> <p>Engagement: Introduced new Instructional Coach to the LCAP by going through All LCAP Goals, and doing a deep-dive on Goal 1: Support for All Learners, including a discussion of where she was already seeing LCAP actions in-progress across the campus and where we had opportunities to re-center on our LCAP Actions.</p>
<p>February 26, 2025</p>	<p>Meeting in-person Agenda and materials shared ahead of time.</p>

Educational Partner(s)	Process for Engagement
<p>LCAP WG (LCAP Working Group with Associate Director of CCC, College and Career Coordinator, and Deans)</p>	<p>Topic – LCAP WG: Annual Update Preparation and Reflection: Preparing for the Spring 2025 tab reflections and focusing on expenditures.</p> <p>Engagement: Began discussing the Annual Update and resources for S2. Reflections on S1 actions and metrics for each goal were discussed to capture insights on how the metrics have evolved and what realizations have surfaced. Time was given for each group to work on their own reflections and preparing for the upcoming expenditure meeting. Continued collecting WASC evidence.</p>
<p>March 4, 2025</p> <p>LCAP WG (LCAP Working Group with Director of College and Career Counseling, Associate Director of College and Career Counseling, Associate Director of Academic Advising, College and Career Coordinator)</p>	<p>Meeting in-person Agenda and materials shared ahead of time.</p> <p>Topic – LCAP WG: Expenditure Review and Preparation for New Actions: Reviewing expenditures and preparing to create new actions to incorporate educational partner feedback and address Needs Assessment for unexpended LREBG funds.</p> <p>Engagement: Reviewed why expenditures are listed in the LCAP and the process for recording them. The WG broke into small group brainstorming sessions to define increased and improved services, then worked closely with the finance team to discuss which parts of the budget are associated with each of the LCAP goals. Afterward, time was dedicated to create new actions to incorporate educational partner feedback and address Needs Assessment for unexpended LREBG funds. Attention was given to preparing for upcoming LCAP Feedback Sessions, including gathering input from the LCAP AG and ELAC, and creating LCAP AG slides.</p>
<p>March 14, 2025</p> <p>All faculty and staff</p>	<p>Meeting in-person (Session ws held during regularly scheduled PD) Agenda and materials shared ahead of time.</p> <p>Topic – Whole School PD: LCAP and Intro to the CA State Dashboard</p>

Educational Partner(s)	Process for Engagement
	<p>Reviewing progress on the LCAP with faculty and staff and exploring the California State Dashboard and its indicators.</p> <p>Engagement: Refreshed faculty and staff on what the LCAP is, including an update on MWA's LCAP Goals. A walk-through of the California State Dashboard was given to faculty and staff to show how to identify indicators and exploring how it works. Faculty and staff then broke into small groups of 3-5 participants, each focusing on a specific CA State Dashboard indicator. Groups used a provided packet to facilitate their discussion. The session concluded with reflections and takeaways, including a discussion on where each indicator shows up in the LCAP and exploring further engagement opportunities.</p>
<p>March 21, 2025</p> <p>SELPA Consultation and tour with Principal, CEO (Superintendent), COO, Director of CCC, Deans, and Director of Special Education</p>	<p>Meeting in-person Agenda and materials shared ahead of time. SELPA consultant was given a copy of MWA's Mid-Year Update, highlighting actions that are geared towards SWD.</p> <p>Topic -- MWA SELPA LCAP Consultation and Tour SELPA consultant coming to see the MWA campus, learn about our approach to supporting SWD, and give feedback.</p> <p>Engagement: SELPA consultant came and toured the MWA campus with COO and Director of Special Education. Afterwards school leaders (Principal, CEO (Superintendent), Director of CCC, Deans, and Director of Special Education) sat down to discuss MWA's approach to supporting SWD, what we plan on doing next year, and getting feedback from SELPA to incorporate into our LCAP. Leaders each discussed a different LCAP goal and how each goal supported learners, with a focus on SWD.</p>
<p>March 25, 2025</p>	<p>Meeting in-person Agenda and materials shared ahead of time.</p> <p>Topic – LREBG Re-Cap and Allocating Funds</p>

Educational Partner(s)	Process for Engagement
LCAP WG (LCAP Working Group with Principal, Assistant Principals, Instructional Coaches, College and Career Readiness team, Student Services team, deans, and CEO (Superintendent))	<p>Discussing the allowable uses of funds and writing new actions.</p> <p>Engagement: Recapped the allowable uses of funds for the LREBG and continued discussion on Needs Analysis. Confirmed ideas for allocating funds towards new actions-- Actions 1.7, 2.4, 2.5, 2.6, 3.5, and 3.6.</p>
<p>March 26, 2025</p> <p>LCAP WG (LCAP Working Group with Principal, Assistant Principals, and Instructional Coaches)</p>	<p>Meeting in-person</p> <p>Topic – Finalizing Goal 1: Support for All Learners Actions Discussing the allowable uses of funds for LREBG actions and making changes to current LCAP actions.</p> <p>Engagement: Recapped the allowable uses of funds for the LREBG and continued discussion on Needs Analysis. Finalized Action 1.7 and made adjustments to Actions 1.1, 1.4, 1.5, and 1.6.</p>
<p>March 28, 2025</p> <p>LCAP WG (LCAP Working Group with Deans and Social Worker)</p>	<p>Meeting via Zoom</p> <p>Topic – Discussing New Goal 3: Diversity, Equity, and Inclusion Action Discussing the allowable uses of funds for LREBG actions.</p> <p>Engagement: Recapped the allowable uses of funds for the LREBG and continued discussion on Needs Analysis. Discussed a research-based approach to actions 3.5 and 3.6.</p>
<p>April 2, 2025</p> <p>All students</p>	<p>Feedback survey sent to students via email.</p> <p>Topic - "MWA Student Feedback -- Tell Us What You Think!" Soliciting feedback from students asking them about how we can make progress on our LCAP goals and what they want to share with school leadership.</p> <p>Engagemnet:</p>

Educational Partner(s)	Process for Engagement
	<p>Survey asked questions such as: "What is the most helpful support you've gotten from a teacher?", "What suggestions do you have to increase college exposure starting in 5th grade?", and "What are ways MWA can help strengthen a sense of community, inclusiveness, and connectedness on campus?". This survey also gauged general student interest in the following actions that were created this year: 1.7: Academic Support, 2.4: CTE Pathway, and 2.5: Concurrent Enrollment Programming.</p>
<p>April 29, 2025</p> <p>ELAC Feedback Session (ELAC group with majority parent of ELs and representatives from the LCAP WG)</p>	<p>Meeting via Zoom (Meeting was held after school hours to enable more parent participation.) Agenda (English and Spanish) Posted to the MWA website 72 hours in advance of the meeting. Meeting reminders sent out to parents before meeting.</p> <p>Topic - LCAP Feedback Oriented the 2024-25 LCAP AG to the LCAP, our work for the year, and emphasized the impact it has on our EL students.</p> <p>Engagement: Began meeting by asking students questions relevant to each LCAP goal and reviewing common acronyms. Introduced the LCAP's goals, actions, and school personnel that work on each goal. A representative from each team that directly works to implement LCAP Goals and Actions was present during the meeting to directly answer student and parent questions, and to be able to bring community feedback directly to their teams. Feedback form was shared at the end of the meeting.</p>
<p>May 5, 2025</p> <p>Public Hearing at regular school board meeting</p>	<p>Meeting in-person and available via Zoom Agenda and materials Posted to the MWA website 72 hours in advance of the meeting. Meeting reminders sent out to parents before Meeting</p> <p>Topic - Presented LCAP Annual Update to the public at a regularly scheduled board meeting</p>

Educational Partner(s)	Process for Engagement
<p>May 13, 2025</p> <p>LCAP WG</p>	<p>Meeting via Zoom</p> <p>Topic – LCAP Updates and Local Indicators Discussing the allowable uses of funds for LREBG actions.</p> <p>Engagement: Reviewed feedback from the Public Hearing and made updates to actions and reflections. Discussed Local Indicators and began working to fill out state-supplied templates.</p>
<p>May 14, 2025</p> <p>Email to English Learner Parents</p>	<p>Email sent in Spanish and English Survey for feedback, summary of Annual Update, and full Annual Update included</p> <p>Topic: Final LCAP Review and EL Family Input</p> <p>Engagement: Families of English Learners were invited to review the LCAP Executive Summary and complete a brief survey to share feedback on grades, test scores, graduation rates, school climate feedback, and updates on actions and spending. The final LCAP Advisory Group meeting offered a space for live discussion of these elements. Participants reflected on how well the LCAP supports English Learners and shared ideas to inform the final revision of the plan before adoption.</p>
<p>June 5, 2025</p> <p>LCAP AG</p>	<p>Meeting via Zoom (Meeting was held after school hours to enable more parent participation.) Agenda (English and Spanish) Posted to the MWA website 72 hours in advance of the meeting. Meeting reminders sent out to parents before meeting.</p> <p>Topic – LCAP AG: Annual Update and Next Year Reviewing Annual Updates and preparing for WASC, LCAP AG, and ELAC elections for next year.</p> <p>Engagement:</p>

Educational Partner(s)	Process for Engagement
	<p>Began meeting by asking students questions relevant to each LCAP goal and reviewing common acronyms. Discussed overall effectiveness of LCAP Goals and Actions over the past school year, and discussed new LREBG actions that the LCAP AG helped to develop. We then discussed things to expect next year including our WASC process, meeting times and topics for the LCAP AG, and upcoming elections for the ELAC group.</p>
<p>June 16, 2025</p> <p>Letter from CEO (Superintendent)</p>	<p>Letter sent in Spanish and English Sent directly to LCAP AG members (Parents, students, and staff) Posted on ParentSquare</p> <p>Letter was shared out before the June 16 board meeting began, informing the community and our educational partners on how their contributions were included in our LCAP Annual Update. Link to Public Hearing executive summary and full LCAP were included.</p>
<p>June 16, 2025</p> <p>LCAP Adoption at Regular Board Meeting</p>	<p>Meeting in-person and available via Zoom Agenda and materials Posted to the MWA website 72 hours in advance of the meeting. Meeting reminders sent out to parents before Meeting</p> <p>Topic - MWA Board adopted the 2024-25 LCAP Annual Update Board adopted LCAP under the conditions that philanthropic funds were added to the Budget Overview for Parents.</p>

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

LCAP Goal Groups

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

Goal 1: Support for all Learners

Goal Owner: Principal

Goal Helpers:

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

Goal 2: College and Career Readiness

Goal Owner: Director of College and Career Counseling

Goal Helpers:

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

Goal 3: Diversity, Equity, and Inclusion

Goal Owner: CEO (Superintendent)

Goal Helpers:

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

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

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

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

LCAP Advisory Group (LCAP AG)

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

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

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

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

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

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

This year, LCAP AG meetings have focused on:

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

SELPA Consultation

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

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

English Learner Advisory Committee (ELAC) Feedback
Upcoming.

New and Updated LCAP Actions

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

Action 1.7: Academic Support

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

Action 2.4: Career Technical Education (CTE) Pathway

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

Action 2.5: Concurrent Enrollment Programming

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

Action 2.6: Integrating Systems

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

Action 3.5: Social-Emotional Learning (SEL) Support

Students and families consistently highlighted the need for stronger emotional and mental health support. Faculty and staff also reflected on the need for more structured SEL programming. This action focuses on building a more robust SEL infrastructure across grade levels.

Action 3.6: 504 Coordination and Implementation

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

Feedback and Actions Taken

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

Goal 1: Support for all Learners

Teacher Support

Feedback: Students need more help, especially in science; concerns about assignment rigor and classroom clarity.

Action Taken: PD on standards, differentiated instruction, and data analysis; Monthly classroom visits and teacher-coach collaboration.

Supporting ELs & SWD

Feedback: Need more support for ELs and students with disabilities, especially in reading and math.

Action Taken: PD on language acquisition and Special Ed accommodations; Strengthening Language Acquisition Program and Special Education collaboration.

Data-Driven Instruction

Feedback: Need clearer progress monitoring for students.

Action Taken: Teachers analyze data to adjust instruction; Students and teachers set goals for continuous improvement.

Goal 2: College and Career Readiness

Partnerships & Early Exposure

Feedback: Increase opportunities for early college and career exposure for MS and 9th-10th grade students.

Action Taken: Held College and Career Week for 9th-12th graders;

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

College Readiness Systems

Feedback: Improve support systems for college and career transitions.

Action Taken: In partnership with MWEF, we developed a Scope and Sequence for academic, technical, and social-emotional skills;

Provided college readiness slides for advisory and hosted Career Day.

Parent Engagement

Feedback: Parents want more collaboration with CCC.

Action Taken: Parent workshops on college and career readiness began in late October. Planning for spring 2025 workshops

Goal 3: Diversity, Equity, and Inclusion

Behavior Accountability

Feedback: Group consequences unfair; prioritize individual accountability.

Action Taken: Deans monitor high-risk areas, use vape detectors, conduct searches, and implement behavior contracts.

Restorative Practices

Feedback: Concerns about supporting students after suspensions.

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

Positive Reinforcement

Feedback: Group consequences unfair; Students meeting expectations feel unrecognized.

Action Taken: Deans monitor high-risk areas, use vape detectors, conduct searches, and implement behavior contracts.

Classroom Management

Feedback: Behavior management in class disrupts instruction time.

Action Taken: Deans partner with teachers to support consistent rule implementation and positive classroom culture;

Cell phone policy strengthened to reduce in-class distractions and misuse.

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

Public Hearing

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

1. Updates to Actions:

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

2. New and Clarified Information:

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

3. Financial and Funding Clarifications:

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

4. Metric Revisions:

- Metric decimal points were standardized to tenths for consistency across the plan.

- Metrics 1.7, 1.17, and 2.11 were updated to reflect current data.
- Metrics 3.1, 3.2, and 3.3 were updated as of the end of May. Year-end numbers will be updated before final submission.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

MWA believes that to support all learners, basic requirements must be met and exceeded in the areas of credentials, facilities, and instructional materials. For all students to be successful, they must be taught by teachers who have cleared all of the requirements to teach in the state of California, the facilities have to be free of hazards/unsafe conditions, and all students should have access to the materials they need to obtain a robust and rigorous education. (Action 1.1; Metrics 1.1, 1.2, 1.3, 1.4, 1.15, 1.16, 1.17, 1.18)

While basic conditions are critical to student success, implementation of academic standards and academic growth are the top priority. We believe that tracking metrics in these areas will allow us to monitor the extent to which we provide support for all learners including our Critical Learner Groups. When we analyze our data by cohort, we are able to see a clear pattern of academic improvement. Students who enter MWA in the 5th grade and stay with us through graduation demonstrate gains in their Math and ELA scores. We believe that aligning our programs across all grades will further increase the gains our students demonstrate. Additionally, the alignment will further support our tiered support for English Learners and Students with Disabilities. (Actions 1.1, 1.2, 1.3, 1.4, 1.5, and 1.7; Metrics 1.2, 1.4, 1.9, 1.10, 1.11, 1.12, 1.13, and 1.14)

Historically, the CA State Dashboard data and local data have informed us that some of our students are not demonstrating enough academic progress, particularly in math for all grades and in English for 5th-8th grades. When we have looked at this data by subgroup, we have not seen as much progress with our African American students, Students with Disabilities, and English learners. Our 11th graders,

historically, have done very well on the SBAC and our seniors have had strong high school graduation rates and college readiness rates. On the SBAC, our Latino subgroup of students have been a top performing subgroup in comparison to other Latino students across the state in the 11th grade. Our English Learner reclassification data has, for the most part, been historically better than average. When we looked at the overall data, as a whole school and by subgroups and grade levels, we wanted to create a goal that acknowledged that although we have a continuum of learners with different needs, our goal is for ALL of our learners to make material progress every year academically. When we ask our educational partners, they have stressed the importance of getting their children reclassified before they start high school so that they can have access to more curriculum and more learning. Our educational partners have also stressed wanting the students who are not working at grade level proficiency to be provided support so that they can get caught up as soon as possible. Our Board of Directors have asked us to make more material progress in math outcomes as evidenced by our SBAC math scores. Given the Dashboard and local data as well as the feedback from educational partners, we think it's important that our goal reflects a commitment to all subgroups of our learners (that are also reflected in the CA State Dashboard). (Actions 1.5 and 1.6; Metrics 1.6, 1.7, 1.8, 1.9, and 1.10)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teacher credentials and assignments % of total teachers credentialed and properly assigned (LCFF Priority 1A)	58.3% (2022-23)	81.8% (2023-24)		75%	+ 23.5%
1.2	Instructional Materials As indicated by the CA School Dashboard's "Basics: Teachers, Instructional Materials, Facilities" Local Indicator (LCFF Priority 1B)	Instructional Materials requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	Instructional Materials requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis		Instructional Materials requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Facilities FIT inspection (LCFF Priority 1C)	MS: 95.8% ("Good") US: 96.0% ("Good") (Aug 2023)	MS: 99.7% ("Exemplary") US: 99.2% ("Exemplary") (Aug 2024)		MS: 97% ("Good") US: 97% ("Good")	Moved from "Good" to "Exemplary"
1.4	Adopted standards are implemented (LCFF Priority 2A)	Implementation of Academic Standards requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	Implementation of Academic Standards requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis		Implementation of Academic Standards requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	N/A
1.5	% of Teachers Who Participate in PD	87%	MS: 64.3% US: 71.2% SPED Aides: 30.0% Total Average: 48.4% (2024-25)		95%	Overall: - 38.6%
1.6	ELD PLC Attendance training and progress monitoring (LCFF Priority 7B)	ELD PLC Attendance: 75% School-wide PD sessions on vocabulary strategies (2023-24)	ELD PLC Attendance: 85.0% (2024-25)		ELD PLC Attendance: 85%	+ 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	EL Reclassification Rate (LCFF Priority 4F)	20% (2023-24)	37% (2024-25)		30%	+ 17%
1.8	ELPI Percent of EL students making progress via ELPI measure (LCFF Priority 4E)	59.7% (2022-23)	ELs: 56.6% LTELs: 58.2% (2023-24)		65%	ELs: - 3.1%
1.9	CAASPP Scores: English English GPA (LCFF Priority 4A, 7A, and 8)	Schoolwide CAASPP 44% Meeting / Exceeding Standard GPA MS: 2.8 US: 2.34 (2022-23)	CAASPP Overall: 47.0% SWD: 15.8% ELs: 10.3% Socio economically disadvantaged: 36.8% GPA - MS Overall: 2.7 SWD: 2.33 ELs: 2.25 Socio economically disadvantaged: 2.68 GPA - US Overall: 2.78 SWD: 2.18 ELs: 2.17 Socio economically		Schoolwide CAASPP 65% Meeting / Exceeding Standard GPA MS: 3.0 US: 3.0	CAASPP Overall: + 3.04% GPA - MS Overall: - .1 GPA - US Overall: +.44

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			disadvantaged: 2.74 (2023-24)			
1.10	CAASPP Scores: Math Math GPA (LCFF Priority 4A, 7A, and 8)	Schoolwide CAASPP 21% Meeting / Exceeding Standard (2022-23) GPA MS: 2.74 US: 2.47 (2022-23)	CAASPP Overall: 35.5% SWD:13.0% ELs: 10.3% Socio economically disadvantaged: 25.0% GPA - MS Overall: 2.89 SWD: 2.86 ELs: 2.55 Socio economically disadvantaged: 2.9 GPA - US Overall: 2.56 SWD: 2.33 ELs: 1.81 Socio economically disadvantaged: 2.5 (2023-24)		Schoolwide CAASPP 45% Meeting / Exceeding Standard GPA MS: 3.0 US: 3.0	CAASPP Overall: + 14.54% GPA - MS Overall: + .15 GPA - US Overall: + .09
1.11	CAST Scores: Science Science GPA (LCFF Priority 4A, 7A, and 8)	Schoolwide CAST 21.0% Meeting / Exceeding Standard (2022-23) GPA MS: 2.93	CAST Overall: 30.7% SWD: 9% ELs: 2.4% Socio economically		Schoolwide CAST 45% Meeting / Exceeding Standard GPA MS: 3.5	CAST Overall: + 9.75% GPA - MS Overall: + .14 GPA - US

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		US: 2.51 (2022-23)	disadvantaged: 20.7% GPA - MS Overall: 3.07 SWD: 2.6 ELs: 2.69 Socio economically disadvantaged: 3.06 GPA - US Overall: 2.74 SWD: 2.08 ELs: 2.03 Socio economically disadvantaged: 2.71 (2023-24)		US: 3.0	Overall: + .23
1.12	GPA for Social Science (LCFF Priority 4A, 7A, and 8)	MS: 3.4 US: 3.1 (2022-23)	GPA - MS Overall: 3.13 SWD: 3.06 ELs: 2.88 Socio economically disadvantaged: 3.10 GPA - US Overall: 2.66 SWD: 2.27 ELs: 2.17 Socio economically		MS: 3.5 US: 3.5	GPA - MS Overall: - .27 GPA - US Overall: - .44

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			disadvantaged: 2.64 (2023-24)			
1.13	World Language GPA (LCFF Priority 4A, 7A, and 8)	3.12 (2022-23)	GPA - MS Not Applicable GPA - US Overall: 2.83 SWD: 2.20 ELs: 2.37 Socio economically disadvantaged: 2.83 (2023-24)		3.5	GPA - US Overall: - .29
1.14	Health and Wellness Physical Fitness Test (PFT) scores Health and Wellness GPA (LCFF Priority 4A, 7A, and 8)	PFT 5th, 7th, 9th and all required grades have participated. GPA MS: 3.58 US: 3.35 (2022-23)	PFT 23-24 Participation Rate: 5th - 100%, 7th - 99%, 11th - 97% 5th, 7th, 9th and all required grades have participated. GPA - MS Overall: 3.51 SWD: 3.28 ELs: 3.45 Socio economically disadvantaged: 3.52 GPA - US Overall: 3.34		PFT 5th, 7th, 9th and all required grades have participated. GPA MS: 3.7 US: 3.5	PFT N/A GPA - MS Overall: - .07 GPA - US Overall: - .01

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD: 2.97 ELs: 2.96 Socio economically disadvantaged: 3.29 (2023-24)			
1.15	Teacher Retention Retention rate based on proficiency at the end of cycle 2: First year teachers	New Metric Begin Tracking Next Year	Skillful: N/A (No teachers rated "Skillful") Proficient: 100% Developing: 83% (2024-25)		Skillful 75% Proficient: 80% Developing: 50%	Baseline 2024-25
1.16	Teacher Retention Retention rate based on proficiency at the end of cycle 2: Continuing teachers	New Metric Begin Tracking Next Year	Skillful: N/A (No teachers rated "Skillful") Proficient: 80% Developing: 59% (2024-25)		Skillful 100% Proficient: 100% Developing: 75%	Baseline 2024-25
1.17	Teacher Proficiency % of teachers ranked as "Proficient" or "Skillful" by the end of the year	New Metric	Cycle 1: 29% Cycle 2: N/A		60%	Baseline 2024-25
1.18	Coaching Sessions All teachers received: 2 Coaching sessions a month 2 Informal observations a month (with feedback)	New Metric Begin Tracking Next Year	2 Coaching sessions a month: No 2 Informal observations a month (with feedback): No		2 Coaching sessions a month: Yes 2 Informal observations a month (with feedback): Yes	Baseline 2024-25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1 Formal observation a semester		1 Formal observation a semester: No (2024-25)		1 Formal observation a semester: Yes	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1.1: Enhancing Instructional Capacity and Professional Growth

Overall Implementation:
To enhance instructional capacity and support professional growth, we implemented a comprehensive 2024–2025 Professional Development (PD) calendar focused on foundational strategies including standards alignment, differentiated instruction, and data analysis. The August PD sessions laid the groundwork for key instructional strategies, and our continued partnership with Instruction Partners has been instrumental in providing ongoing coaching and support. Their work is centered on helping us improve collaborative planning and leadership through effective PLC practices and classroom observations that inform instruction.
Instruction Partners conducted observations in both ELA and Math classrooms this year, which helped identify strengths and areas for growth. In ELA, we saw teachers engaging with high-quality texts and planning thoughtful novel study lessons. Growth areas included more intentional sequencing and release of questions in Upper School, and increased opportunities for students to engage with grade-level texts in Middle School. In Math, there was noticeable improvement in alignment to grade-level standards and student-led learning, with scaffolds like group work and guided notes supporting access. The most common area for growth was more intentional checking for understanding and adjustments based on student thinking.
Additionally, Instruction Partners joined PLC sessions and provided feedback that highlighted strong community and collaboration. The next step is ensuring clear learning outcomes are consistently applied during these meetings.
We also made adjustments to our PD calendar this year based on faculty feedback—moving sessions to Wednesdays to improve engagement. However, based on additional feedback from both staff and families, we plan to return to Friday PD next year to better align with schoolwide needs. While ELD-specific PD was launched early in the year, sessions were paused due to a staffing vacancy. We are committed to resuming this support once the position is filled to ensure all students' needs are met.

Successes:

- Established consistent PLCs for both ELA and Math content areas
- Biweekly PD structure supports both content- and grade-level collaboration
- Instruction Partners provide coaching for teacher-leaders to effectively facilitate PLCs
- New Teacher Bootcamp offers strong onboarding and support for educators new to MWA or the profession

- Instructional walkthroughs and feedback from Instruction Partners are informing practice
- PD day moved mid-year in response to staff feedback to support engagement

Challenges:

- Staffing transitions among teachers and leaders impacted continuity
- Whole-staff PD sessions require stronger impact around data analysis and differentiation
- ELD-specific PD was paused due to an unfilled coordinator position
- Balancing stakeholder needs and logistics in selecting consistent, effective PD days

How challenges are being addressed:

- Resuming ELD-specific PD once the coordinator position is filled
- PD will return to Fridays to better align with schoolwide needs

Action 1.2: Strengthening Tier 1 Instruction and Differentiation

Overall Implementation:

Teachers are consistently using research-based lesson and unit planning formats that include standards alignment, success criteria, data-driven strategies, and accommodations for diverse learners. With the support of Instruction Partners, professional development for ELA and Math lead teachers and instructional coaches has been enhanced, empowering them to lead PD sessions that train teachers in supporting specific learner populations and further strengthen instructional capacity.

Regular Professional Development (PD), content meetings, and Professional Learning Communities (PLCs) in ELA and Math have fostered ongoing collaboration among educators, with a focus on analyzing student work, sharing effective strategies, and addressing the needs of at-risk populations. Students with Disabilities (SWD) have shown measurable growth, with ELA performance improving by 7.8 points and Math by 12.8 points compared to the previous year—though both areas remain below the standard. These efforts underscore our ongoing commitment to improving Tier 1 instruction and differentiation to promote stronger outcomes for all students.

Successes:

- PLCs have served as effective spaces for internalizing lessons and instructional goals
- Collaborative planning in ELA and Math PLCs has empowered teachers to engage more deeply with their instructional design
- PD sessions have focused on effective instructional strategies and meeting student needs
- Instructional coaching is personalized and impactful, with four coaches currently on track to support every teacher on campus

Challenges:

- Many new teachers are still building foundational skills in classroom management and instruction
- Need to expand training on designing lessons that accommodate diverse learners while maintaining rigorous standards
- PD should be more tiered to meet the varying needs of teachers at different experience levels
- Additional support is needed to ensure students with disabilities are consistently and effectively served

How challenges are being addressed:

- Implementing teacher bootcamps to give differentiated support to new teachers

Action 1.3: Enhancing Progress Monitoring and Data Analysis

Overall Implementation:

Teachers are actively analyzing student assessment data during Professional Development (PD), Professional Learning Community (PLC), and content-team meetings, using insights to adjust instruction within the teaching and learning cycle. They regularly review formative and summative data—including IAB, NWEA-MAP, STAR Assessments, and CAASPP—during scheduled Data Dives following assessments (see Metrics 1.9 English; 1.10 Math; 1.11 Science for details on CAASPP and CAST scores). These sessions support data-informed instructional adjustments.

Students also participate in the process by setting goals at the beginning of the year and revisiting them after each benchmark assessment to reflect on progress and revise targets. Moving forward, our focus will shift to more intentional disaggregation of data by student groups (e.g., English Learners, Long-Term English Learners, Students with Disabilities, race/ethnicity, and income groups) to ensure targeted supports and close persistent achievement gaps—particularly in literacy and numeracy.

Successes:

- PLCs for ELA and Math have consistently met to analyze student data in both middle and upper school divisions
- Content teams have incorporated regular analysis of student work
- Increased collaboration during PLCs has strengthened instructional alignment across grade levels
- All teachers engage in Data Dives following key assessments (IAB, MAP, STAR, CAASPP), supported by ELA and Math content leads

Challenges:

- Some students still struggle to take ownership of their academic progress, even with structured reflection opportunities
- Students with lower motivation or academic confidence need more scaffolding to meaningfully engage with their data
- While many teachers are using data effectively, others need further training on how to interpret and apply it to drive instruction

How challenges are being addressed:

- Focus will shift to more intentional disaggregation of data by student group to provide more targeted supports

Action 1.4: Improve Academic Outcomes for Special Education Students

Overall Implementation:

We have implemented a holistic approach that integrates support for both Special Education and General Education teachers. All educators receive training on special education protocols, including accommodations and modifications, to ensure consistent implementation of IEP goals. The unification of Special Education and General Education under one department has fostered collaboration, alignment, and shared responsibility for student success.

External partners provide ongoing training, support, and office hours to build teacher capacity and improve student outcomes. Interim

Assessment Benchmarks (IABs) are used to monitor progress and inform instruction, with Special Education teachers participating in data analysis sessions to identify targeted supports. We are also working to expand math push-in support to help students with disabilities build grade-level skills and improve performance on state-level assessments.

Successes:

- Increased coaching support for both teachers and SPED aides has led to improved instructional alignment with student needs
- Regular collaboration meetings between Special Education and General Education staff have strengthened communication and practice
- Biweekly observations and coaching for SPED aides have improved their ability to provide personalized, targeted instruction
- Stronger integration of Special and General Education has promoted a more inclusive environment and shared responsibility for IEP implementation

Challenges:

- Time constraints make it difficult to balance coaching, meetings, and observations with classroom instructional time
- Ensuring consistent application of accommodations and modifications across classrooms remains an area for growth

How challenges are being addressed:

- - Actively searching for a new SPED Director

Action 1.5: Enhancing the Learning Environment for English Learners Through Staff PD

Overall Implementation:

At the start of the year, we prioritized targeted professional development (PD) for ELD staff, focusing on strategies to support language acquisition and academic success. The PD calendar was designed to equip teachers with research-based methodologies for scaffolding instruction, integrating language objectives, and fostering engagement for English Learners (ELs) at all proficiency levels. This training aimed to strengthen teachers' ability to support ELs in integrated classrooms, helping them build essential academic skills.

Unfortunately, the implementation of broader ELD PD has been delayed due to the vacant EL Coordinator position. We are actively searching for a qualified candidate to fill the role and ensure full rollout of the ELD PD plan. Once filled, we will resume providing training for both designated ELD teachers and all instructional staff, focusing on scaffolding techniques and targeted support for Long-Term English Learners (LTELs), particularly in reading.

Successes:

- Targeted PD sessions at the start of the year equipped teachers with foundational strategies for supporting ELs
- Increased focus on scaffolding and language objectives to support ELs across all content areas
- Collaborative discussions among teachers have promoted shared practices for better serving ELs

Challenges:

- The vacant ELD Coordinator position has hindered broader implementation of the PD plan
- New-to-the-profession teachers lack research-based ELD strategies to effectively support ELs in content areas

How challenges are being addressed:

- Actively searching for a new ELD coordinator; PD will resume once filled
- PD plan includes training for all instructional staff, including on scaffolding and LTEL support

Action 1.6: Language Acquisition Program

Overall Implementation:

Our Language Acquisition Program is designed to ensure that English Learners (ELs) and Long-Term English Learners (LTELs) receive high-quality, targeted support to develop language proficiency and achieve academic success. All teachers have access to standards-aligned curriculum in their classrooms, ensuring instruction is consistent and supports ELs in meeting grade-level expectations. Designated ELD teachers continue to implement the Structured English Immersion Program (SEIP) as our Language Instruction Program (LIP), providing targeted instruction tailored to the needs of ELs and LTELs. This program emphasizes language acquisition while promoting meaningful engagement with content across subject areas.

While ELD teachers have been identified and the program is underway, there is a need for further training on the ELD curriculum to ensure its effective implementation and maximize its impact on supporting language development for ELs and LTELs.

Successes:

- All teachers have access to standards-aligned curriculum supporting ELs across content areas
- Continued implementation of SEIP, providing focused language acquisition support
- Research-based curriculum available for all teachers to support ELs and LTELs

Challenges:

- The absence of an ELD Coordinator for most of the school year has hindered full program implementation
- "New-to-the-profession" teachers lack research-based ELD strategies to support ELs in content areas
- Insufficient EL supports for Newcomer students

How challenges are being addressed:

- Actively searching for a new ELD coordinator
- Train ELD teachers on curriculum use to improve support for ELs and LTELs

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

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

Action 1.1: Enhancing Instructional Capacity and Professional Growth

Partially Effective

Math and ELA instructional practice has grown significantly due to the PLCs and lesson internalization processes. The New Teacher Bootcamp has been successful in providing differentiated support to new teachers. However, there is still a need for additional work in SPED and ELD support to ensure all areas of instruction are adequately addressed.

Action 1.2: Strengthening Tier 1 Instruction and Differentiation

Partially Effective

Lesson planning can be strengthened with further professional development, particularly in the application of frameworks in ELA and Math. The current model of coaching and cycles of observation and feedback is beneficial, but ongoing efforts to enhance this system will help further support teacher development and growth.

Action 1.3: Enhancing Progress Monitoring and Data Analysis

Effective

Teachers are effectively using data to inform instruction, leading to improved student proficiency and greater collaboration in PLCs. More students are engaging in goal-setting, and targeted interventions have supported key subgroups. However, progress is uneven due to limited time for deep data analysis, varying teacher data literacy, and challenges in sustaining student engagement. While disaggregating data has provided valuable insights, translating it into effective interventions remains a work in progress.

Action 1.4: Improve Academic Outcomes for Special Education Students

Partially Effective

While there have been significant improvements in collaboration, coaching, and integration between special and general education, consistency in applying accommodations and modifications across all classrooms remains a challenge. Teachers and SPED aides have received more support, but the limited time available for coaching, meetings, and observations has made it difficult to fully optimize these efforts without disrupting instructional time.

Action 1.5: Enhancing the Learning Environment for English Learners Through Staff PD

Partially Effective

Progress toward the goal of strengthening ELD instruction has been limited due to the prolonged vacancy of the ELD Coordinator position, which delayed the full implementation of the professional development plan. While early-year PD sessions laid a strong foundation, the lack

of ongoing support and the inexperience of some teachers have hindered consistent application of research-based strategies for ELs across content areas.

Action 1.6: Language Acquisition Program

Partially Effective

While all ELA teachers have access to a standards-aligned, research-based English 3D curriculum and designated ELD teachers are implementing the SEIP model, the absence of an ELD Coordinator and limited training have impacted the effective rollout and consistency of instruction. As a result, the program's full potential to support ELs and LTELs—particularly newcomers and students taught by newer teachers—has yet to be fully realized.

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

Action 1.1: Enhancing Instructional Capacity and Professional Growth

Action 1.1.4 was added.

A teacher bootcamp began this year to serve new teachers during their orientation and has been open to continuing teachers in need of extra support. To continuously monitor this program, it has been added to Action 1.1.

(For more reflections on the bootcamp, see the "A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation," and "A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal," responses in the General Analysis section for Goal 1.)

Action 1.4: Improve Academic Outcomes for Special Education Students

Action 1.4.3 was added.

Our needs assessment showed that students with disabilities demonstrated lower achievement in both ELA and Math while having high chronic absenteeism and suspension rates, highlighting the need for increased academic monitoring, behavioral support, and connection to caring adults on campus.

The Mentor Mentee program was begun by the principal this year and has shown positive results. As a way to make this program more robust and continuously track its progress, we are adding it into this action. A mentorship program provides targeted, consistent, and personalized support to students most impacted by these trends. By creating space for relationship-building, academic reflection, and proactive behavioral interventions, this action directly responds to the disparities identified in the needs assessment.

Action 1.5: Enhancing the Learning Environment for English Learners Through Staff PD

Action 1.5.4 was added.

ELs (especially in the upper school), SWD, and Black students, are performing below their peers in both ELA and Math, while also facing higher rates of chronic absenteeism and suspension. Deeper, more targeted strategies are needed to address the intersecting needs of these student groups. Adding outside consultants and leveraging the expertise of newly hired ELD and SPED directors will help build teacher capacity through aligned, high-impact professional development.

Action 1.6: Language Acquisition Program

Action 1.6.3 was added.

Our needs assessment showed that ELs have the lowest GPAs in both ELA and math. Bringing in consultants will support teachers in effectively scaffolding math instruction for ELs by focusing on integrated language development and academic vocabulary. This builds on our current language support infrastructure and ensures that ELs are better equipped to access rigorous content across subjects.

Action 1.7: Academic Support

Newly created action that is expected to address the findings identified in the needs assessment required by EC Section 32526(d). See "Reflections: Annual Performance" in the "Plan Summary" section for more information.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Enhancing Instructional Capacity and Professional Growth	<p>1. Professional Development Calendar:</p> <p>a. Create a yearly plan for teacher training including specialized learners (Gate or accelerated learners, SWD, English Learners, Foster Youth, Low Income students, etc.)</p> <p>i. Ensure plan is equipped with professional development sessions specifically geared towards ELs.</p> <p>b. Focus on helping teachers understand grade-level standards, reading fluency.</p> <p>c. Offer training on analyzing data effectively disaggregated by specialized groups (English Learners, Foster Youth, Low Income Students, etc.).</p> <p>2. Observation Schedule:</p>	\$357,709.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>a. Set up a monthly plan for observing teaching practices including the implementation of Individual Education Plans (IEP).</p> <p>b. Provide feedback to teachers</p> <p>c. Make sure feedback matches the teaching and learning schedule.</p> <p>3. State Standards Integration:</p> <p>a. Include state standards in teacher observations and lesson plans.</p> <p>b. Help teachers feel confident in teaching according to these standards.</p> <p>c. Ensure lessons align with our educational goals for unduplicated students.</p> <p>4. Provide new teachers with a bootcamp upon orientation</p> <p>a. The bootcamp will help support:</p> <p>i. basic classroom management</p> <p>ii. basic understanding of instructional playbook through intensive modeling and roleplaying</p> <p>iii. hands-on immersive practicing of instructional practices</p> <p>b. Bootcamps will also be available for all teachers who are in need of support and will not be limited to new teachers.</p>		
1.2	Strengthening Tier 1 Instruction and Differentiation	<p>1. Research-Based Unit Plans:</p> <p>a. Make sure teachers use a research-based format for their lesson plans.</p> <p>i. Use research based-formats and methodologies when creating lessons for language acquisition programs for ELs.</p> <p>b. Cite standards, success criteria, IEP accommodations, and modifications.</p> <p>c. Aim for consistency and alignment with educational standards.</p> <p>2. Meetings led by Instructional Leaders:</p> <p>a. Organize regular meetings between teachers and Instructional Leadership Team members.</p> <p>b. Review work from students that are at-risk, Long-Term English Language Learners, EL, and SWD.</p> <p>c. Share strategies to help students improve.</p> <p>d. Encourage teamwork and sharing of successful teaching methods.</p>	\$1,900,765.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Enhancing Progress Monitoring and Data Analysis	<p>1. Data Analysis Skills:</p> <ul style="list-style-type: none"> a. Teach teachers how to analyze student assessment data, including formative and summative data. <ul style="list-style-type: none"> i. Help them adjust teaching methods based on this data. ii. Make sure adjustments fit within the teaching and learning cycle. b. Engage students in analyzing their own data. <ul style="list-style-type: none"> i. Help them with goal-setting based on overall school goals and personal achievements. <p>2. Disaggregated Assessment Data:</p> <ul style="list-style-type: none"> a. Separate assessment data to track different student groups. b. Include English Learners, LTELs, students with disabilities, race/ethnicity groups, and income groups. c. Ensure everyone gets the support they need in regards to literacy and numeracy skills. d. Work to close achievement gaps between different student groups. <ul style="list-style-type: none"> i. Including differences for English Learners, LTELs, students with disabilities, race/ethnicity groups, and income groups. 	606728	Yes
1.4	Improve Academic Outcomes for Special Education Students	<p>1. Students with disabilities will annually increase their English DFS</p> <ul style="list-style-type: none"> a. In English and Math by a minimum of 3 points b. Achieve a color rating of orange as reflected on the English & Math indicators on the CA State Dashboard. <p>2. MWA administers Interim Assessment Benchmarks (IABs) two times before the annual CAASPP administration.</p> <ul style="list-style-type: none"> a. Teachers have an opportunity to analyze their data from the IABs as a way to inform their instruction. b. The data will also be shared with Special Education teachers so that they can provide additional support as needed based on the student's performance on the exams. <p>3. Providing students with disabilities the opportunity to have access to support from MWA mentors.</p>	\$698,901.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>a. Mentors will be teachers and staff members who meet with students once a week to review academic progress, including grades, behavior, and Kickboard infractions, and to offer space for reflection and problem-solving.</p> <p>b. Students with disabilities will be prioritized for the program, with additional outreach to other specialized student groups including English Learners, Foster Youth, Low-Income Students, and Black/African American students.</p>		
1.5	Enhancing the Learning Environment for English Learners Through Staff PD	<p>1. Intentionally add time into the PD scope and sequence to provide training on strategies to support integrated ELD instruction .</p> <p>a. Continue to provide separate PD sessions specifically geared towards designated ELD teachers.</p> <p>2. As the majority of instruction occurs primarily in integrated classrooms, all teachers will receive support on how to scaffold instruction specifically for ELs.</p> <p>3. Provide PD to teachers focused on how to support ELs build reading skills.</p> <p>a. Focus on supporting LTELs in the upper school with reading.</p> <p>4. Bring in outside consultants to help build teacher capacity in PD around supporting specific student groups including ELs, SWD, and AA/Black students.</p>	404371	Yes
1.6	Language Acquisition Program	<p>1. Ensure all teachers have access to standards aligned curriculum in learning spaces which supports ELs.</p> <p>2. Designated eld teachers will continue utilizing the Structured English Immersion Program as our Language Instruction Program (LIP) to support ELs and LTELs in English language acquisition.</p> <p>3. Bring in consultants to support teachers with implementing effective strategies for ELs and LTELs, including integrated language development, scaffolding, and academic vocabulary instruction.</p>	560462	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Academic Support	<p>1. Prioritizing Math and ELA:</p> <ul style="list-style-type: none"> a. Focus tutoring and academic support initiatives on Math and ELA for specialized groups (English Learners, Foster Youth, Low Income Students, Blac/African American students etc.). b. Reinforce foundational literacy and numeracy skills essential for overall academic growth. c. Address performance gaps and support grade-level mastery in core content areas. <p>2. Supplementing with Teacher Office Hours:</p> <ul style="list-style-type: none"> a. Offer regular teacher office hours for targeted support. b. Provide flexible, accessible help for students outside of class time. c. Strengthen connections between classroom instruction and individualized support. <p>3. Exploring Tutoring Agencies:</p> <ul style="list-style-type: none"> a. Research and evaluate external tutoring providers that can specifically support various student groups including SWD, Els, LTELs, Black/African American students, etc.. b. Partner with agencies that offer specialized support aligned with school goals. c. Expand support options to supplement consistent high quality academic instruction. 	145746	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

For this goal, it was most relevant to track our College and Career Readiness and Course Access metrics. Our mission is to prepare all of our students to engage in an appropriately rigorous post-secondary pathway. We know that not all students want to pursue higher education and we want to ensure that they are all college-eligible when they leave MWA. (Actions 2.1, 2.2, 2.3, and 2.4; Metrics 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.10, 2.12 and 2.13)

Given our historical and persistent success in this area as demonstrated by our Dashboard data, we think it is important to continue to reflect upon and refine our practices. How can we further prepare our students to be more prepared for college and career? What skills can we help them develop that will allow them success beyond high school? Again, given our strong data in the areas of high school graduation rates and college and career readiness, we thought it was important to continue to evolve and adapt to any new challenges that would deter ongoing success in this area. Beyond being a place for academic and social-emotional learning, the ultimate measure of readiness, from a post-secondary perspective, is our students' success in college and in an early career. These two areas set the early stage for their careers and their lives for well into the future. (Actions 2.1, 2.2, 2.3, and 2.4; Metrics 2.1, 2.3, 2.4, 2.9, 2.10, 2.11, and 2.13)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CTE Course Enrollment Pathway completion % (LCFF Priority 4C)	Course Enrollment: 14% Pathway Completion: 81.1% (2022-23)	Course Enrollment: Overall: 14.0% SWD: 41.0% English Learners: 16.0% Socio economically disadvantaged: 21.0% Pathway Completion (% total enrolled): Overall: 16.0% English Learners: 10.0% Socio economically disadvantaged: 21.0%		Course Enrollment: 25% Pathway Completion: 86%	Course Enrollment Overall: N/A Pathway Completion Overall: - 65.11% To be counted towards "Pathway Completion" metric in CALPADs, students must complete their capstone course in their senior year. If students complete this course earlier it will not count towards this completion rate.
2.2	A-G Course Completion % (LCFF Priority 7A)	100% (2022-23)	100% of all graduates complete all A-G courses. (See below for graduation rates) (2023-24)		100%	N/A
2.3	Graduation Rate	4 Year Graduation Rate: 86.9%	4 Year Overall: 86.2%		4 Year Graduation Rate: 91%	4 Year Graduation Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(LCFF Priority 5E)	5 Year Graduation Rate: 90.9% (2022-23)	ELs: 68% Socio economically disadvantaged: 85.4% 5 Year Graduation Rate 23-24 Overall: 85.1% ELs: 64.0% Socio economically disadvantaged: 84.3% Disaggregation measures the overall student population. (2023-24)		5 Year Graduation Rate: 95%	Overall: - .7% 5 Year Graduation Rate Overall: - 5.8%
2.4	Drop Out Rate Middle School and Upper School (LCFF Priority 5C and 5D)	US: 5.3% MS: 0% (2022-23)	US: 2% MS: 0% (2023-24)		US: 1.3% MS: 0%	US: - 3.3% MS: N/A
2.5	AP Pass Rate 3 or higher (LCFF Priority 4G)	42% (2022-23)	Overall: 46.0% ELs: 28.6% Socio economically disadvantaged: 45.7% (2023-24)		46%	Overall: + 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	EAP % HS students who participate in & demonstrate college readiness as determined by EAP ELA & EAP Math (LCFF Priority 4H)	EAP ELA: 51% EAP Math: 13% (2022-23)	EAP ELA Overall: 68.0% ELs: 17.0% Socio economically disadvantaged: 65.0% EAP Math Overall: 22.0% ELs: 4.0% Socio economically disadvantaged: 23.0% (2023-24)		EAP ELA: 55% EAP Math: 17%	EAP ELA Overall: + 17% EAP Math Overall: + 9%
2.7	CCI Percent identified as prepared on College and Career Indicator (LCFF Priority 4H)	54.7% (2022-23)	Overall: 46.2% Socio economically disadvantaged: 46.6% (2023-24)		60%	Overall: - 8.5%
2.8	CSU and UC Eligibility (LCFF Priority 4B)	CSU Eligible: 91% UC Eligible: 78% (2022-23)	CSU Eligible Overall: 87.7% SWD: 70.0% ELs: 20.0% Socio economically disadvantaged: 10.0% UC Eligible: Overall: 56.2%		CSU Eligible: 98% UC Eligible: 75%	CSU Eligible Overall: - 3.3% UC Eligible Overall: - 21.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD: 10.0% ELs: 80.0% Socio economically disadvantaged: 70.0% (Disaggregation reflects % of dropouts NOT percentage of student population. Students are duplicated in this count.) (2023-24) (2023-24)			
2.9	How Many Pathways and Student Meetings	New Metric -- Not Yet Tracked	100% (2024-25)		100%	Baseline 2024-25
2.10	Post-Secondary Planning Percent of graduates having a post secondary plan across a range of pathways, including: (1) Four-year college or university (2) Community college (3) Military enlistment (4) Job program; (5) Current job or job offer (6) Trade	100% (2023-24)	100% (2024-25)		100%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	program or apprenticeship (7) Gap year program					
2.11	Number of Field Trips	New Metric Begin Tracking Next Year	5th Grade: Future planning 6th Grade: Future planning 7th Grade: Future Planning 8th Grade: 2 9th Grade: Future planning 10th Grade: 2 11th Grade: 5 12th Grade: 5		1 college/career-related field trip for each grade-level.	Baseline 2024-25
2.12	Students Have Access to a Broad Course of Study (LCFF Priority 7A)	Access to a Broad Course of Study requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	Access to a Broad Course of Study requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis		Access to a Broad Course of Study requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	N/A
2.13	% of all students that have completed CTE pathway and are UC/USC Eligibility (LCFF Priority 4D)	21%	31.0%		25%	+ 10%

Goal Analysis [2024-25]

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

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

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

Overall Implementation:

The College and Career Counseling (CCC) Department has worked to enhance cross-functional collaboration to better support students' college and career journeys. By strengthening partnerships across various departments, the school has created a more integrated support system that meets the diverse needs of students, including academic advising, college exploration, career counseling, internships, and job placement. Special attention has been given to intersectional student groups such as English Learners, Low-Income students, African-American Youth, Special Education, Foster Youth, and Accelerated Learners.

The school has also focused on evaluating student preparedness for college and careers, utilizing metrics such as Metric 2.12 (access to a Broad Course of Study) and Metric 2.13 (completion of CTE pathways and UC/CSU eligibility) to assess the effectiveness of the support systems in place. These metrics guide ongoing refinement of our college and career readiness strategies, ensuring that all students are receiving the necessary support to succeed post-graduation. While much of the collaboration between departments has been informal and on an as-needed basis, collaboration with the Director of Student Services (DOS) on students of concern before college and career trips has been particularly effective.

Successes:

- Strengthened collaboration with the Director of Student Services (DOS) to address students of concern prior to college and career trips
- Integrated support systems that address a range of student needs, including college exploration, career counseling, and internships
- Focused efforts on intersectional student groups, ensuring equitable support for all students

Challenges:

- Collaboration with other departments has largely been informal and based on immediate need, limiting consistency
- Need for a more formalized approach to cross-departmental collaboration for long-term impact
- Ensuring all students, especially those in critical learning groups, are fully supported in both academic and career pathways

How challenges are being addressed:

- Strengthening cross-functional collaboration across departments
- Refining systems to better support critical learner groups and evaluating readiness support through disaggregated data

Action 2.2: College and Career Pathway Scope and Sequence

Overall Implementation:

The College and Career Counseling (CCC) Department has developed a comprehensive scope and sequence to help students build the academic, technical, and social-emotional skills necessary for post-graduation success. The sequence ensures students are not only

academically prepared for college but are also equipped with essential career exploration tools and life skills. A particular emphasis is placed on introducing college and career readiness early, with a focus on middle school and 9th-grade students, as well as unduplicated student groups such as English Learners, Socioeconomically Disadvantaged students, and Foster Youth.

The department also organizes workshops and field trips to increase awareness of college and career readiness, serving both students and their families. So far, 11th and 12th-grade students have participated in three different field trip opportunities, and 8th graders got to take a field trip to the CCC for early college exposure before they begin their high school careers. These field trips and workshops, reflected in Metric 2.11, are designed to address learning gaps and foster a college and career-oriented mindset.

Metrics such as Metric 2.1, which tracks CTE pathway completion, have provided valuable insights into the program's effectiveness.

According to this metric, 75% (12 out of 16) of students in the CTE pathway have successfully completed the program, marking positive progress toward preparing students for college and career success. Additionally, the 12th-grade Advisory push-ins, conducted every Wednesday in the fall, have been particularly successful, providing an added layer of support to ensure college and career readiness for senior students.

Successes:

- Development of a comprehensive scope and sequence to guide students toward college and career success
- Early introduction of college and career readiness skills, with a special focus on unduplicated student groups
- Strong participation in field trips, with 11th and 12th graders
- 8th grade field trip to the CCC
- Successful implementation of 12th-grade Advisory push-ins to provide additional support for college and career readiness

Challenges:

- Faculty implementation of the curriculum has been inconsistent, making it challenging to ensure all lessons are revised and robust each week
- Developing and maintaining differentiated content by grade clusters (starting in middle school) has been a struggle for some faculty members

How challenges are being addressed:

- Implementing CCC scope and sequence
- Introduced readiness skills in middle school and 9th grade
- Providing workshops and field trips to build awareness

Action 2.3: Graduation Pathways

Overall Implementation:

The College and Career Counseling (CCC) Department is committed to strengthening high school graduation pathways as a key component of preparing students for postsecondary education, career readiness, and overall life success. This includes ensuring students not only meet graduation requirements but are also equipped with the necessary skills, knowledge, and opportunities to transition smoothly into college, careers, or both.

The department prioritizes providing A-G course access for critical learner groups, including English Learners, students from

socioeconomically disadvantaged households, African-American Youth, Special Education students, Foster Youth, and Accelerated Learners. In addition, students are offered opportunities such as credit recovery and the option of a fifth year of instruction to help them meet California's minimum high school graduation requirements and become prepared for postsecondary education, employment, or community involvement. Middle school students are also supported in their transition to upper school programs, helping set them up for future academic success.

The department ensures compliance with pathways outlined in AB104 and SB141, which address specific needs such as alternative pathways for students with disabilities (SB114) and exemptions for students who may not graduate in four years (AB104).

Metrics like Metric 2.12, which tracks access to a Broad Course of Study, and Metric 2.13, which measures the percentage of students who have completed a CTE pathway and are UC/CSU eligible, reflect progress in preparing students for both graduation and postsecondary success.

Successes:

- Focus on providing A-G course access for all critical learner groups, ensuring they meet graduation requirements and are prepared for postsecondary opportunities
- Opportunities for credit recovery and a fifth year of instruction to help students graduate and pursue further education or employment
- Strong progress toward ensuring students are on track for graduation and postsecondary success, as reflected in relevant metrics

Challenges:

- Recognizing the need for more robust checks and balances in academic and advising practices to ensure all students are on the right path toward graduation and beyond

How challenges are being addressed:

- Implemented credit recovery and 5th-year options
- Began bringing 8th graders to the CCC for a field trip to begin a smooth transition from middle school to upper school earlier in the year

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

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

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

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

Partially Effective

The identified areas for collaboration with other departments have been successful. However, collaboration with faculty advisors could be improved to ensure a more integrated and seamless support system for students.

Action 2.2: College and Career Pathway Scope and Sequence

Partially Effective

As it is the first year, advisory lessons were not implemented as originally envisioned. However, workshops, field trips, and increased awareness and exposure have been successfully provided, particularly for upperclassmen.

Action 2.3: Graduation Pathways

Partially Effective

This is the first year we are reintroducing cross-collaboration after identifying gaps in the MWA academic support structure. While the initiative is still in its early stages, the focus on improving collaboration across departments has begun to address the identified gaps.

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

Metrics

Metric 2.2: A-G Course Completion %

Changed from "A-G Completion %" to "A-G Course Completion %" to provide clarity on the fact that this is referring to A-G courses after a question from parents and students in the LCAP Advisory Group on 2/13/25. For more information on this meeting, please see the "Engaging Educational Partners" section. This changes the baseline from 89% to 100% and the Target for Year 3 Outcome from 95% to 100%.

Metric 2.8: UC and CSU Eligibility

US and CSU eligibility baseline date has been changed from "CSU eligible 98% / UC eligible 57% / (2023-24)" to "CSU eligible 91% / UC eligible 78% / (2023-24)" after adjusting the minimum GPA that these numbers are calculated with. Students with a 2.0-2.499 GPA are eligible for CSU admissions as they have also completed A-G courses and will be further supported in their admissions process through supplemental factors. All students who graduate from MWA complete A-G courses and will have support from the CCC and MWEF. This metric is now calculated by number graduates with a minimum of a 2.0 GPA (CSU) and a 2.5 GPA (UC).

Metric 2.9: How Many Pathways and Student Meetings

Target for Year 3 Outcome changed from "150" to "100%" to more accurately reflect metric completion and to account for the potential of changes to the student population.

Metric 2.11: Number of College and Career Related Field Trips

Changed from "Number of Field Trips" to "Number of College and Career Related Field Trips" to focus more on the overall goal of College and Career Readiness.

Action 2.4: Postsecondary Readiness Pathways

Newly created action that is expected to address the findings identified in the needs assessment required by EC Section 32526(d). See "Reflections: Annual Performance" in the "Plan Summary" section for more information.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Vertically Aligned Systems for Seamless College and Career Support	<p>1. Improving Support for Intersectional Critical Learning Groups:</p> <p>a. Make sure different school departments work well together to help students who need extra support in intersecting critical learning groups (English Learners, Low-Income, African-American Youth, Special Education, Foster Youth, Accelerated Learners).</p> <p>b. This helps ensure that all students receive comprehensive support, mentally, physically, and academically.</p> <p>c. Having regular meetings will help address specific needs and create systematic practices.</p> <p>d. This approach fosters continued connections and norms that benefit all students, particularly those in intersectional critical learning groups.</p> <p>2. Evaluating College and Career Readiness:</p> <p>a. Look at how well students are prepared for college and careers.</p> <p>b. Check how well the school is helping students from intersectional backgrounds get ready for college and careers.</p> <p>c. Use this information to make sure the school's plans and partnerships are working well.</p>	\$721,404.00	Yes
2.2	College and Career Pathway Scope and Sequence	<p>1. College and Career Readiness Workshops:</p> <p>a. Focus on improving college and career readiness for MWA students, staff, and families.</p> <p>b. CCC (College and Career Center) will organize workshops and field trips to help everyone understand what it means to be college and career ready.</p>	\$701,223.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>c. These workshops aim to address any learning gaps and strengthen the college and career-oriented mindset within the MWA community and the community surrounding our unduplicated students (English Learners, Low-Income, Foster Youth).</p> <p>d. Intentionally implement college and career readiness skills earlier on with a focus on the Middle School and 9th grade for all students, including unduplicated student groups (English Learners, Low-Income, Foster Youth).</p>		
2.3	Graduation Pathways	<p>1. Early Preparation:</p> <p>a. Focus on preparing students early and meeting state standards.</p> <p>b. A-G course access for all critical learner groups (English Learners, Low-Income, African-American Youth, Special Education, Foster Youth, Accelerated Learners)</p> <p>c. Provide these students with opportunities to complete the California Minimum High School Graduation Requirements and earn a diploma, such as credit recovery or a fifth year of instruction.</p> <p>d. Ensure students have the chance to pursue postsecondary education, training, employment, and community participation provided through opportunities such as community engagement and field trips.</p> <p>e. Ensuring MS students have access to transitioning students in the Upper School to look forward to their own transition</p> <p>2. Support for State Requirements:</p> <p>a. Assess pathways outlined in AB104 and SB141 to ensure compliance.</p> <p>i. SB114's focus is on creating alternate pathways for students with disabilities to access the core curriculum and earn a high school diploma.</p> <p>ii. AB104 allows exemptions for students in their third or fourth year of high school who aren't on track to graduate in four years.</p>	\$622,613.00	Yes
2.4	Postsecondary Readiness Pathways	<p>1. CTE Pathway</p> <p>a. Conduct CCC Survey on CTE Pathways:</p> <p>i. Survey students to determine interest in future CTE offerings.</p>	150000	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> ii. Analyze data to identify the most in-demand fields.. iii. Use findings to guide development of the next pathway. <p>2. Concurrent Enrollment</p> <ul style="list-style-type: none"> a. Expand Course Offerings: <ul style="list-style-type: none"> i. Partner with local colleges to increase access to general education and CTE courses. ii. Align course options with students' academic and career interests. iii. Explore articulation for high school credit where possible. b. Strengthen Partnerships with Higher Education Institutions: <ul style="list-style-type: none"> i. Establish formal agreements with colleges to support course access and credit transfer. ii. Focus on high-demand fields for concurrent enrollment expansion. iii. Ensure consistency and alignment across multiple institutions. 		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

One of our core values is community; MWA was founded on the belief that diversity, equity and inclusion are a critical part of learning. In June 2022, the Making Waves Education Foundation installed two monuments to name MWA a Campus for Equity in Education in honor of our founders as a way to recognize their commitment and impact. The campus naming is consistent with the founder's vision for Richmond, our students, and their families – a school in the community that can be an example of what it means to provide students with the kind of educational opportunities all students in our country deserve – no matter their family's race/ethnicity, income, zip code, or background. In the context of the learning environment, we believe family partnerships, student engagement, and school climate are directly connected to a student's sense of belonging which can deeply impact their ability to learn. (Actions 3.2, 3.4, 3.5, and 3.6; Metrics 3.5, 3.6, 3.7, 3.8, 3.11, 3.14, 3.15, 3.16, 3.17)

We believe that strong partnerships with parents is incredibly valuable and we want to continue monitoring our efforts on that front. An engaged parent can be one of the most effective levers to engage our students. This is especially true for students who require additional support (SPED, EL, socio-economically disadvantaged, chronically absent, accelerated learners, etc.). (Action 3.2 and 3.6; Metrics 3.5, 3.6, 3.7, and 3.8)

CA State Dashboard data has told us that historically we have had high suspension rates, specifically with our English Learners, Latino, students with disabilities, and low-income student groups. While our internal data shows that these suspensions have happened due to major offenses, we strive to reduce the number of these incidents through training student support. Our suspension rates for students with disabilities has qualified us for Differentiated Assistance, leading us to give addition focus to this student group. We will be using PBIS (Positive Behavior Interventions and Supports) to promote positive behavior, as well as training staff to better understand disabilities as to create an environment that can holistically support our students. (Actions 3.1 and 3.3; Metrics 3.3, 3.4, 3.9, and 3.10)

Lastly, we want all of our students to feel safe so they continue coming to school. This starts by creating an inclusive environment that prioritizes learning and student success. If students do not feel safe, they will have a very difficult time accessing their education. (Action 3.4 and 3.5; Metrics 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.13, 3.13)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rate % who are absent, excused or unexcused, more than 10% of school days (LCFF Priority 5B)	20% (2023-24)	Overall: 15.02% SWD: 18.3% English Learners: 16.61% Low Income students: 16%		15%	***
3.2	Attendance Rate ADA (Average Daily Attendance) Rates (LCFF Priority 5A)	94% (2023-24)	Overall: 94.34% SWD: 93.10% English Learners: 94.39 % Low Income students: 94.15%		96%	***
3.3	Suspension Rate (LCFF Priority 6A)	15%	Overall: 12.05% SWD: 19% English Learners: 16.1%		9%	***

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Low Income students: 6.67% (2024-25)			
3.4	Expulsion Rate (LCFF Priority 6B)	0.2%	0.001% (2024-25)		<1%	- .02%
3.5	School Climate Surveys Parent, students, and teachers, related to: feel that the school is safe (LCFF Priority 6C)	MS Students: 56% US Students: 54% Parents: 88.9% (2023-24)	Middle School Students: 54.2% Upper School Students: 56.0% Parents: 97.0% (2024-25)		MS Students: 62% US Students: 60% Parents: 93%	MS Students: - 1.18% US Students: + 2% Parents: + 8.1%
3.6	School Climate Surveys Parent, students, and teachers, related to: school connectedness (LCFF Priority 6C)	MS Students: 52% US Students: 43% Parents: 87.5% (2023-24)	Middle School Students: 51.4% Upper School Students: 51.0% Parents: 89.0% (2024-25)		MS Students: 70% US Students: 70% Parents: 90%	MS Students: 62% US Students: 60% Parents: 93%
3.7	Parent Participation: Percentage of parents who have completed Skills academy post survey (LCFF Priority 3A, 3B, and 3C)	Pilot Program Results: 1/1 Parent has completed survey	Parent Workshop Needs Assessment survey distributed via Parent Square with 18 responses. With those responses there will be 3 Parent Workshops scheduled from May-June. On		75%	Pilot program placed on hold. See "A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			March 25 there was a Parent Workshop held with 16 parents. There was a post workshop survey distributed with 11 responses.			practice" for details.
3.8	Number of Parents who participate in family workshops per semester (LCFF Priority 3A and 3B)	Based on February Survey: Back to School Day-36 Saturday Parent Meetings-18 Parent Education Workshops-11 ELAC-11 LCAP-9 Advisor Family Conferences-7	LCAP AG - Parent members: 25 Student members: 3 ELAC - Members: 7 Parent Workshop Attendance 9/25/24: 19 1/22/25: 8 4/23/25: TBD Parent Talk Attendance: 1/9/25 - 64 1/7/25 - 34 2/4/25 - 50 2/6/25 - 22 3/4/25 - 65 3/6/25 - 56		Based on February Survey: Back to School Day-43 Parent Meetings/Advisor Family Conferences-24 Parent Education Workshops-18 ELAC-13 LCAP-11	Consistent parent engagement has been maintained. ELAC group numbers are smaller, there are permanent student members of the LCAP AG, Parent Workshops have been more well-attended. Please see Action Reflections below for more analysis.
3.9	PD sessions offered to staff	1	1		3	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Focused on partnering with families of critical learner groups (LCFF Priority 3B)					
3.10	PD sessions offered to staff Focused on intervention strategies for students with disabilities (LCFF Priority 3C)	1	1		3	N/A
3.11	Student Input Measure of student input in decision making, including sub-groups (LCFF Priority 6C)	Students vote for dance and Spirit Week themes. ASB influenced changes in student dress code (dress code now includes black pants again) and the nutritional policy (in November lunch options changed and MWA began exploring new options with our vendor)	Upper school ASB officers advocated at 2 board meetings for more tutoring support for students. Metric 1/7 has been created to address this. MWA Board will be adding a student board member to the MWA board of directors for the 2025-26 school year. The criteria for students to apply was discussed and agreed upon at the		Engage at least 3 student groups in policy changes.	Student being added to school board.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			12/16/24 MWA board meeting.			
3.12	8th grade retention rates (LCFF Priority 5C and 6C)	92% (2022-23)	Overall: 96.2% SWD: 100% ELs: 84.4% Foster Youth: - Low Income students: 96.8% (2023-24)		97% (Pre-Pandemic Baseline)	Overall: + 4.2%
3.13	Upper school retention rates (LCFF Priority 5D and 6C)	93.9% (2022-23)	Overall: 93.4% SWD: 90.0% ELs: 95.3% Foster Youth: - Low Income students: 99.2% (2023-24)		98% (Pre-Pandemic Baseline)	Overall: - .5%
3.14	Were all engagement events added to the master calendar prior to the start of the school year? (y/n) (LCFF Priority 3A and 6C)	New metric No	Yes Student Activities Coordinators support students through activities that are fun, enrich student enjoyment, foster community and ensure they are well planned and on the master calendar.		Yes	Baseline 2024-25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.15	<p>Were all engagement events promoted through the following means (y/n):</p> <p>Campus signage: Yes</p> <p>Parent Communication Tool: Yes</p> <p>Other Promotional Materials: Yes</p> <p>(LCFF Priority 3A and 6C)</p>	<p>New metric</p> <p>Campus signage: No</p> <p>Parent Communication Tool: No</p> <p>Other Promotional Materials: No</p>	<p>Campus signage: Yes</p> <p>Parent Communication Tool: Yes</p> <p>Other Promotional Materials: Yes</p> <p>Parentsquare continues to be utilized to support events and communications.</p> <p>Email communication is continuously used to support communication on school events.</p> <p>Signage is posted around the school to promote events, clubs, and school activities by both students and staff.</p> <p>Shifts have been made to better promote events ex. In the MS the location of ticket sales for dances have moved to a higher traffic area.</p>		<p>Campus signage: Yes</p> <p>Parent Communication Tool: Yes</p> <p>Other Promotional Materials: Yes</p>	<p>School staff has been more intentional about posting engagement events in multiple places.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.16	Student vs. Staff Demographics (LCFF Priority 6C)	<p>African American Students: 7.7% Faculty/Staff: 18.3%</p> <p>American Indian Students: 0.3% Faculty/Staff: Not Reported</p> <p>Asian Students: 2.3% Faculty/Staff: 8.5%</p> <p>Filipino Students: 0.8% Faculty/Staff: Not Reported</p> <p>Hispanic Students: 85.9% Faculty/Staff: 39.6%</p> <p>Two or More Races Students: 0.6% Faculty/Staff: 3%</p> <p>White Students: 1.3% Faculty/Staff: 23.2%</p> <p>Unidentified/Opt-Out Students: Not Reported Faculty/Staff: 6.1%</p>	<p>African American Students: 6.6% Faculty/Staff: 22.0%</p> <p>American Indian Students: 0.2% Faculty/Staff: 0.7%</p> <p>Asian Students: 5.6% Faculty/Staff: 9.5%</p> <p>Filipino Students: 1% Faculty/Staff: Not Reported</p> <p>Hispanic Students: 87.7% Faculty/Staff: 42.6%</p> <p>Two or More Races Students: .19% Faculty/Staff: 1.5%</p> <p>White Students: 1.4% Faculty/Staff: 18.3%</p> <p>Unidentified/Opt-Out Students: Faculty/Staff: 5.1%</p>		Continue to improve staff recruitment efforts to diversify our staff demographics; staff demographics will closely mirror the demographics of the students we seek to serve.	<p>African American Students: -1.1%</p> <p>Faculty/Staff: +3.7%</p> <p>American Indian Students: -0.1%</p> <p>Faculty/Staff: +0.7% (Baseline not reported)</p> <p>Asian Students: +3.3%</p> <p>Faculty/Staff: +1.0%</p> <p>Filipino Students: +0.2%</p> <p>Faculty/Staff: Not reported (same as baseline)</p> <p>Hispanic Students: +1.8%</p> <p>Faculty/Staff: +3.0%</p> <p>Two or More Races Students: -0.41%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>Faculty/Staff: - 1.5%</p> <p>White Students: +0.1%</p> <p>Faculty/Staff: - 4.9%</p> <p>Unidentified/Opt-Out Students: Not reported in either year</p> <p>Faculty/Staff: - 1.0%</p>
3.17	Staff Experience and Engagement (LCFF Priority 6C)	<p>"I always feel good" 17%</p> <p>"I often feel good" 56%</p> <p>"I sometimes feel good" 23%</p> <p>"I seldom feel good" 4%</p>	<p>Edgility Survey Question:</p> <p>"I am proud to work at this organization"</p> <p>Overall: 4.1/5</p>		Develop a new, standardized way to capture faculty and staff feedback and overall feeling in their workplace.	<p>The decision has been made to not continue with the Staff Satisfaction Survey that was instated before. See "A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice" for details.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.18	ParentSquare Engagement Delivery history Contactability History Features usage history (October) (LCFF Priority 3A, 3B, and 3C)	Metric created spring 2025	MS: Contactable Parents: 99.2% Receiving Emails: 88.0% Parents Interacted: 51.0% US: Contactable Parents: 98.5% Receiving Emails: 87.0% Parents Interacted: 5.0%			

Goal Analysis [2024-25]

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

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

Action 3.1: Student Support Services for Students that are Suspended

Overall Implementation:

To support students who are suspended, our focus is on restorative practices aimed at addressing behavioral issues and providing consistent support to prevent future incidents, with particular attention to unduplicated student groups such as English Learners, students from socioeconomically disadvantaged households, and Foster Youth.

At the beginning of the year, we implemented post-incident check-ins and check-outs with the social worker, dean, or student support services assistants, alongside engaging parents through re-entry meetings to discuss supportive strategies for students.

Additionally, the deans establish written behavior contracts with students who have been suspended more than once or who show consistent disruptive behavior that may lead to suspension. These contracts outline specific expectations for behavior and are used to guide interventions for students at risk of suspension, aiming to reduce suspensions through clear behavioral expectations, support, parental involvement, and teacher collaboration.

In December, the Dean's office continued to focus on restorative practices by using the Restorative Conversation survey to track conversations with students. Three cycles of check-in/check-out were offered in middle school to help students develop prosocial skills. The Dean's office also utilized the Post-Incident Debrief form, asking questions such as:

- How are you doing post-incident?

- Did you feel supported at the time of the incident?
- Is there anything more we can do to support you now?

Additionally, the Student Services team conducts restorative/reflective check-ins using questions like:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who do you think has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

When additional services are needed, the social worker refers students and families to TalkSpace for free counseling services. For students suspended due to vaping, the social worker provides referrals to YVAPE, a smoking cessation program, and distributes the Contra Costa County Community Resource Guide for additional support.

Successes:

- Implemented post-incident debriefs during periods that don't interfere with student learning time
- Created opportunities for individual check-ins, allowing for deeper connections with students who have engaged in atypical behavior or behavior that led to suspension
- Ongoing collaboration with parents, despite challenges with scheduling, to ensure they are involved in supporting their child's re-entry process

Challenges:

- Parents' inability to attend re-entry meetings due to work schedules, which can limit their involvement in supporting their child's re-entry process
- Continuing to enhance and refine the post-incident check-ins to better align with restorative practices and support long-term behavioral change

How challenges are being addressed:

- Continued outreach to parents and flexible scheduling to encourage participation in re-entry meetings
- Used restorative debrief forms and reflection questions to improve post-incident check-ins

Action 3.2: Integrated Family Engagement

Overall Implementation:

To ensure families, particularly those of unduplicated student groups (English Learners, students from socioeconomically disadvantaged households, and Foster Youth), have regular and accessible opportunities to engage with the school community, we hosted several events and meetings aimed at strengthening the school-family connection. In August, we organized a Back to School Night with separate events by cluster (5-6, 7-9, 10-12) to make the evening more manageable for families and easier for them to meet their child's teachers. Additionally, monthly Zoom meetings with the principal began in October 2024, with steady attendance, providing parents with a platform for clarifications, resources, and direct contact with administrators. These sessions have contributed to increased school connectedness and encouraged participation in school workshops.

As part of our ongoing commitment to family engagement, we have continued efforts to include families in decision-making processes. Invitations for parents to attend charter renewal hearings were extended in September and October, and we are collecting feedback from families through surveys to better understand their needs and interests. This feedback will guide future strategies and help plan workshops, field trips, and community events that are meaningful and valuable for families. We also aim to improve communication through updated signage and the parent portal, ensuring families are informed about upcoming opportunities.

Successes:

- Cluster-based Back to School Night increased accessibility and teacher-family interaction
- Monthly Zoom meetings with the principal supported steady, ongoing engagement
- Parent involvement in charter renewal strengthened transparency and trust
- Surveys collected input to inform future family engagement efforts
- Continued hosting of parent workshops based on identified interests

Challenges:

- Reaching and engaging all unduplicated student groups equitably
- Ensuring consistent attendance across all events
- Gathering actionable and representative feedback from diverse families
- Communicating opportunities effectively despite language or technology barriers

How challenges are being addressed:

- Offered events in multiple formats (e.g., cluster-based Back to School Night, monthly Zooms) to reach more families
- Collected family input through surveys and improved outreach using signage and the parent portal

Action 3.3: SWD Suspension Rate Reduction

Overall Implementation:

To address the suspension rates of Students with Disabilities (SWD), we have been actively engaging in discussions and implementing actions aimed at reducing suspensions while fostering a positive school culture. As part of the state-mandated technical assistance program, a cross-section of leaders met to identify the causes of frequent suspensions and to strategize on effective reduction measures. The initial months of this effort have shown promising results, with very few suspensions of SWD students.

Additionally, leaders completed the Making Waves Academy Improvement Journey and shared the findings during a Differentiated Assistance coaching call, which has been instrumental in guiding further efforts to reduce suspension rates. To enhance these efforts, the principal introduced the Mentor Mentee program, providing targeted support and monitoring for students who have been suspended. This initiative is aimed at helping students improve both their behavior and academic outcomes, while reinforcing the connection between school and families to ensure sustained progress.

Successes:

- Active review of suspension data from the 2023-24 and 2024-25 school years to identify trends and further inform strategies for suspension reduction
- Implementation of the Mentor Mentee program, offering targeted support for students who have been suspended and tracking their progress

Challenges:

- Leaders responsible for the initial Improvement Journey have since left the school, impacting the continuity and structure of the improvement process

How challenges are being addressed:

- Actively searching for a new ELD coordinator and SPED Director

Action 3.4: Increase in School Connectedness

Overall Implementation:

To foster a supportive environment where all students, including unduplicated groups (English Learners, Low-Income, Foster Youth), feel valued and connected, we have implemented a range of proactive strategies. The Deans have been greeting students upon arrival to set a positive tone for the day and checking in on expectations. Additionally, they have been actively working on building relationships with students, parents, staff, and faculty throughout the school day. The Deans also visit classrooms to assess classroom cultures and identify themes related to school culture, supporting the consistent implementation of school rules, policies, and expectations in partnership with teachers.

In the first semester, the Deans collaborated with the Student Activities department to uphold behavior expectations during events such as HS Spirit Week, MS Masquerade Dance, and the Fall Pep Rally. These collaborations have helped reinforce positive interactions and fostered team-building activities among students. Moving forward, the Deans will continue to partner with other campus departments to maintain behavior expectations at school events, reinforcing a positive and inclusive environment for all students.

Successes:

- Increased positive relationships between students and Deans.
- Successful partnerships with various departments to support behavior expectations during school events, enhancing school connectedness

Challenges:

- Aligning with teachers can sometimes present challenges when navigating partnerships, especially when dealing with differing perspectives or approaches

How challenges are being addressed:

- Deans fostered daily positive interactions and collaborated with Student Activities to uphold expectations at events

- Deans maintain a visible presence on campus to continue engaging as part of the community to build stronger partnerships with various departments

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

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

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

Action 3.1: Student Support Services for Students that are Suspended

Partially Effective

It has been challenging to find a suitable time to pull students after an incident, which impacts the effectiveness of the post-incident debrief. Additionally, some students may not be open to sharing during these debriefs, which limits the opportunity to fully address the underlying issues and support their behavioral improvement.

Action 3.2: Integrated Family Engagement

Effective

The approach has been effective in making progress toward the goal of increased family engagement, particularly for unduplicated student groups. By diversifying the formats and timing of events, the school has created more inclusive spaces for participation. The monthly principal meetings have become a valuable touchpoint for families, while surveys and open invitations to charter renewal hearings reflect a shift toward shared decision-making. However, there remains room for growth in improving communication systems and ensuring equitable participation across all student subgroups.

Action 3.3: SWD Suspension Rate Reduction

Partially effective

While we have seen personal growth with our students with disabilities, especially when it comes to our mentorship program. However, suspension rates are trending similarly to last year.

Action 3.4: Increase in School Connectedness

Effective

We are seeing a decrease in the student sentiment/culture that students do not feel seen or heard. Steps we are taking to accomplish this include but are not limited to: increased meetings between ASB and principal, inviting students to join the LCAP AG along with parents and

staff, and including students in decisions like picking a new food vendor. Below are additional results for the February 2025 California Healthy Kids Survey (CHKS). For a look at all results from this survey, see the Local Indicators presented in the MWA June 16, 2025 Broad Meeting.

School Connectedness

51% Whole School / 51% Middle School / 51% Upper School

Academic Motivation

66% Whole School / 67% Middle School / 64% Upper School

Caring Adult Relationships

58% Whole School / 56% Middle School / 61% Upper School

High Expectations

72% Whole School / 71% Middle School / 73% Upper School

School Safety

56% Whole School / 56% Middle School / 56% Upper School

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

Metrics

Metric 3.18: ParentSquare Engagement

This new metric has been added to more consistently track how families are engaging with school communication through ParentSquare. In the years following the pandemic, parent engagement has become more variable. While we continue to receive positive feedback about the platform's ease of use, we want to better understand how it's being used in practice. By prioritizing metrics such as Contactability History, Delivery History, and Features Usage History from within the ParentSquare system, we aim to gather meaningful data that can inform future engagement strategies and ensure we are reaching families effectively.

Metric 3.7: Parent Participation

In the 2024-25 SY the Skills Academy pilot has not been implemented due to change in a new social worker on site. Over this summer, our current social worker will be reviewing the pilot program and creating a plan to begin reimplementing it in 2025-26. The metric recorded above gauges different avenues the Social Worker has gone through to elicit parental feedback and collaborate on engagement opportunities.

Metric 3.17 Staff Experience and Engagement

Metric name has been changed from "Staff Satisfaction Survey" to "Staff Experience and Engagement."

Goal for Year 3 Outcome changed to "Develop a new, standardized way to capture faculty and staff feedback and overall feeling in their workplace."

MWA is moving away from a traditional Human Resources model and has established a People Operations department to take a more holistic and people-centered approach to employee experience and engagement. Measuring "satisfaction" alone does not provide the depth of insight needed to support strategic improvements in staff culture, retention, and well-being. Aligned with this shift, a Total Compensation Study is underway, led by the newly hired Senior Director of People. The data for this metrics was collected through this Total Compensation

Study. Future iterations of this metric will be grounded in a more robust, ongoing system for capturing staff voice and monitoring workplace climate across all roles.

Action 3.1: Student Support Services for Students that are Suspended

Metric 2.13 removed from Metric(s) to Monitor Effectiveness.

Metric 2.13 (Field Trips) will not be used to monitor the effectiveness of this action as the metric has been changed to monitor the number of college and career related field trips and will not be an accurate gauge to determine if the number of field trips has an impact on student behavior and number of suspensions to make them eligible to go on field trips.

Action 3.2: Integrated Family Engagement

Metric 2.13 removed from Metric(s) to Monitor Effectiveness.

Metric 2.13 (Field Trips) will not be used to monitor the effectiveness of this action as the metric has been changed to monitor the number of college and career related field trips and will not be an accurate gauge to determine if an increased number of field trips has effects on how families engage with the school.

Action 3.5: SEL Support

Newly created action that is expected to address the findings identified in the needs assessment required by EC Section 32526(d). See "Reflections: Annual Performance" in the "Plan Summary" section for more information.

Action 3.6: 504 Coordination and Implementation

Newly created, non-contributing action that is expected to address the needs of students with disabilities as identified in the needs assessment required by EC Section 32526(d). See "Reflections: Annual Performance" in the "Plan Summary" section for more information on how this action addresses student needs.

This action is non-contributing, so the metrics used to monitor the action are not listed elsewhere in the LCAP. This action will be monitored by looking at the disaggregated data for SWD in the following metrics: 3.1 (Chronic Absenteeism Rate), 3.2 (Average Daily Attendance), 3.3 (Suspension Rate), 3.4 (Expulsion Rate), 3.7 (parent Participation), 3.12 (8th Grade Retention Rates), 3.13 (Upper School Retention Rates), 1.7 (EL Reclassification), 1.9 (ELA CAASPP/GPA), 1.10 (Math CAASPP/GPA), 1.11 (Science CAST/GPA), 1.15 (Social Science GPA), 1.13 (World Language GPA), 1.14 (Health and Wellness PFT/GPA)

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Support Services for Students that are Suspended	<p>1. Student Support Services for Suspended Students:</p> <p>a. Focus on students not getting needed support for behavior issues leading to repeated problems and negative feelings, especially for unduplicated student groups (English Learners, Low-Income, Foster Youth).</p> <p>b. Review suspension data and talk with students to better understand their needs.</p> <p>i. Give special attention to the data behind why English Learners, Hispanic, and Socioeconomically Disadvantaged students have higher suspension rates</p> <p>ii. Give special attention to the talking with English Learners, Hispanic, and Socioeconomically Disadvantaged students to better understand their needs</p> <p>c. Target skills like self-control, emotional identification, and anxiety reduction.</p> <p>i. Bring in external community engagement to support students in learning these skills.</p> <p>d. Provide support while students participate, keeping families updated and offering learning resources.</p> <p>e. Improve communication between schools and families.</p> <p>f. Address tough topics at home and build a stronger educational support network for students.</p>	621551	Yes
3.2	Integrated Family Engagement	<p>1. Engaging Families with Consistent Accessible Opportunities:</p> <p>a. Ensure families have regular and easy chances to join in with the school community, including families of unduplicated student groups (English Learners, Low-Income, Foster Youth).</p> <p>b. Ask families what they're interested in and what they need through a survey</p> <p>i. This way we can discover new family engagement strategies that are specifically designed to engage families in the MWA community.</p>	\$472,093.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> ii. This will also include families in decision-making processes. c. Plan workshops, field trips, and community engagement that families will like and find useful in supporting their students. d. Put workshop dates on the school calendar and tell families about them through signs and the parent portal. e. Update signs, the parent portal, and other things to talk better with families. f. This way, the school wants to make sure families and the school work well together and feel connected. 		
3.3	SWD Suspension Rate Reduction	<ul style="list-style-type: none"> 1. Reducing Suspension Rates for Students with Disabilities: <ul style="list-style-type: none"> a. Find out why students with disabilities are suspended often. b. Use PBIS (Positive Behavior Interventions and Supports) to promote good behavior and make the school welcoming for everyone. c. Set clear behavior rules, reward good behavior, and help students who might get suspended. d. Train staff on understanding disabilities, managing behavior, calming situations down, and talking well with students who have disabilities. e. Make sure families and the school work together to help each student. 	\$270,413.00	No
3.4	Increase in School Connectedness	<ul style="list-style-type: none"> 1. Building a Supportive Environment: <ul style="list-style-type: none"> a. Create a school where students, including unduplicated student groups (English Learners, Low-Income, Foster Youth), feel valued and connected. b. Assess the current environment through interviews, student groups, and surveys to find strengths, weaknesses, and areas for improvement. c. Encourage positive interactions with team-building activities, peer support groups, and projects. d. Embrace diversity by celebrating different cultures, languages, and traditions through events and activities. i. This includes bringing in external contractors who best represent our unduplicated students to build this community awareness and connection. 2. Community Involvement 	\$492,368.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> a. Give students a voice in decision-making, including unduplicated student groups (English Learners, Low-Income, Foster Youth). b. Involve families by organizing workshops and opportunities for them to participate. c. Create experiences for unduplicated students outside of the classroom and MWA to community build through field trips that value exposure to diverse cultures and experiences. d. By doing this, MWA aims to make students feel connected, supported, and empowered to succeed socially and academically in a positive and inclusive environment for our unduplicated student groups (English Learners, Low-Income, Foster Youth) and all students. 		
3.5	SEL Support	<ul style="list-style-type: none"> 1. Research Additional Resources for Students: <ul style="list-style-type: none"> a. Offer online resources students can use to process and reflect on behaviors. b. Create opportunities for self-regulation and emotional processing through structured activities. 2. SEL Academy for Students Post-Suspension: <ul style="list-style-type: none"> a. Develop a restorative SEL academy for students to complete after suspensions. b. Support skill development to address behavioral challenges and promote long-term change. 3. Build a Clear Restorative/Skill Development Curriculum: <ul style="list-style-type: none"> a. Create a clear, structured curriculum focused on SEL skills and restorative practices. b. Integrate skill-building exercises to help students better manage their emotions and behavior. 4. Coaching Support for Teachers: <ul style="list-style-type: none"> a. Provide professional development and coaching for teachers to effectively incorporate SEL strategies into their curriculum. b. Equip teachers with the tools to foster a positive classroom environment focused on emotional intelligence. 	\$248,978.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	504 Coordination and Implementation	<ol style="list-style-type: none"> 1. Current System Evaluation <ol style="list-style-type: none"> a. Review the existing 504 plan management process. b. Identify gaps in compliance and efficiency. c. Gather feedback from teachers, parents, and students to assess the effectiveness of the current process. 2. Create and Implement 504 Coordinator Role <ol style="list-style-type: none"> a. Develop a comprehensive job description for the 504 Coordinator, clearly outlining responsibilities and required qualifications. b. Determine appropriate compensation based on the scope of responsibilities. 3. Standardize Procedures for 504 Plan Development <ol style="list-style-type: none"> a. Establish clear and consistent procedures for student referrals, evaluations, and the development of 504 plans. b. Ensure quality control and consistency in the implementation of plans. 4. Staff Support and Training <ol style="list-style-type: none"> a. Provide training for staff on 504 plan procedures and compliance. b. Ensure ongoing professional development to support the success of students with disabilities. 	\$80,549.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$3111043	\$245,162

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.231%	0.000%	\$0.00	26.231%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Enhancing Instructional Capacity and Professional Growth</p> <p>Need: This goal was created to provide support for students in order to increase performance in all academic standards. In order to lower the population of Tier 2 and Tier 3 students (Gate, SWD, English Learners, Foster Youth, Low Income students, etc.), Tier 1 instruction must</p>	<p>Improve instructional coaching and professional development opportunities for educators, ensuring deep understanding of grade-level standards and effective analysis of unduplicated student data to drive instructional decision-making.</p> <p>This action is provided on a school-wide basis as MWA has an unduplicated student population of 85%. Providing these services to the school as a whole ensures that this action reaches all of our</p>	<p>1.1 (Teacher Credentials), 1.2 (Instructional Materials), 1.3 (Facilities), 1.4 (Adopted Standards), 1.5 (PD Participation), 1.6 (ELD PLC), 1.9 (ELA CAASPP/GPA), 1.10 (Math CAASPP/GPA), 1.11 (Science CAST/GPA), 1.15 (Social</p>

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>a focus in our LCAP as 20% of MWA students are ELs.</p> <p>Scope: LEA-wide</p>		
1.7	<p>Action: Academic Support</p> <p>Need: This action was created to address continued performance gaps in Math and ELA. Students require consistent, targeted intervention outside of regular instructional time to master grade-level standards and strengthen foundational skills.</p> <p>Scope:</p>	<p>Provide targeted academic support for students through tutoring, teacher office hours, and partnerships with external agencies, with a prioritized focus on Math and ELA to enhance academic achievement across student groups.</p> <p>This action is provided on a school-wide basis as MWA has an unduplicated student population of 85%. Providing these services to the school as a whole ensures that this action reaches all of our English Learners, Foster Youth, and Low Income students as well as Students with Disabilities who were identified as needing support specifically in ELA and Math through our needs assessment.</p>	<p>1.9 (ELA CAASPP/GPA), 1.10 (Math CAASPP/GPA), 1.11 (Science CAST/GPA), 1.15 (Social Science GPA), 1.13 (World Language GPA), 1.14 (Health and Wellness PFT/GPA)</p>
2.1	<p>Action: Vertically Aligned Systems for Seamless College and Career Support</p> <p>Need: Practices are in place to best serve our MWA students/critical learner groups (English Learners, Low-Income, African-American Youth, Special Education, Foster Youth, Accelerated Learners). However, there is strong need for other departmental involvement in order to serve the "whole student" efficiently. MWA Departments should work in partnership with the CCC Department</p>	<p>Develop and implement a systematic partnership agreement within MWA to address and identify the college and career readiness and post-secondary needs of critical learning groups (English Learners, Low-Income, African-American Youth, Special Education, Foster Youth, Accelerated Learners). Additionally, continue to update the practices to ensure that MWA students' specific needs are met.</p> <p>This action is provided on a school-wide basis as MWA has an unduplicated student population of 85%. Providing these services to the school as a whole ensures that this action reaches all of our</p>	<p>2.3 (Graduation Rate), 2.4 (Drop-Out Rate), 2.6 (EAP), 2.7 (CCI), 2.12 (Access to a Broad Course of Study)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>to provide seamless support to MWA students/critical learning groups (English learners, Low-Income, African-American Youth, Special Education, Foster Youth, Accelerated Learners). pertaining to their college and career readiness and post-secondary success needs.</p> <p>Scope: LEA-wide</p>	English Learners, Foster Youth, and Low Income students.	
2.2	<p>Action: College and Career Pathway Scope and Sequence</p> <p>Need: MWA is known for its college and career going culture and the desire for all students to be college and career ready. However, an important component is needed in order to support the idea of this culture. MWA's goal is to develop an age-appropriate curriculum and rigorous course of study through access to courses that will allow the students (English Learners, Foster Youth, Low Income students) to develop a comprehensive and distinct understanding behind the meaning of being college ready and/or career ready. Part of this implementation will also involve fully educating and supporting MWA staff in delivering content that is relevant to MWA's four pillars. This will also aid in educating families of English Learners, Foster Youth, Low Income students on the importance of college and career readiness and the part they play in their student's success.</p>	<p>Develop and implement a strategic plan that encompasses the development of a scope and sequence that addresses the implementation of age appropriate college and career readiness curriculum for critical learning groups (English learners, Low-Income, African-American Youth, Special Education, Foster Youth) starting in the Middle School grades through Upper School grades.</p> <p>This action is provided on a school-wide basis as MWA has an unduplicated student population of 85%. Providing these services to the school as a whole ensures that this action reaches all of our English Learners, Foster Youth, and Low Income students.</p>	2.1 (CTE Enrollment and completion), 2.6 (EAP), 2.7 (CCI), 2.8 (US and CSU Eligibility), 2.10 (Post-Secondary Planning), 2.11 (Number of Field Trips)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.3	<p>Action: Graduation Pathways</p> <p>Need: MWA's goal is to refine the approach to supporting individual graduation pathway plans for critical learning groups (English Learners, Low-Income, African-American Youth, Special Education, Foster Youth, Accelerated Learners), starting in the 9th grade. These plans will more closely track and monitor the progress towards high school graduation and the development of post-secondary plans in order to align with the college and career readiness mission and vision.</p> <p>Scope: LEA-wide</p>	<p>Strengthen and refine existing plan to better serve MWA students in critical learning groups (English Learners, Low-Income, African-American Youth, Special Education, Foster Youth, Accelerated Learners) and as a whole as they move through the graduation process.</p> <p>This action is provided on a school-wide basis as MWA has an unduplicated student population of 85%. Providing these services to the school as a whole ensures that this action reaches all of our English Learners, Foster Youth, and Low Income students.</p>	2.1 (CTE Enrollment and completion), 2.2 (A-G Completion), 2.3 (Graduation Rate), 2.5 (AP Pass Rate), 2.7 (CCI), 2.11 (Number of Field Trips), 2.12 (Access to a Broad Course of Study)
2.4	<p>Action: Postsecondary Readiness Pathways</p> <p>Need: Establish a robust College and Career Access Program by developing a Maker-Space CTE course aligned with student interests and industry standards, while expanding concurrent enrollment opportunities through increased course offerings, strengthened higher education partnerships, and enhanced</p>	<p>Establish a robust Career & Technical Education (CTE) pathway through the development of a Maker-Space course aligned with student interests and industry standards, ultimately leading to certification opportunities and career readiness for all students. Expanding CTE opportunities, especially through pathways such as Maker-Space, will help provide unduplicated students and SWD with more equitable access to high-demand, career-focused skills.</p>	2.1 (CTE Enrollment and completion), 2.2 (A-G Course Completion), 2.3 (Graduation Rate), 2.5 (AP Pass Rate), 2.6(EAP), 2.7 (CCI), 2.11 (Number of College and Career Related Field Trips), 2.12 (Access to a Broad Course of Study)

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	85%. Providing these services to the school as a whole ensures that this action reaches all of our English Learners, Foster Youth, and Low Income students.	Rates), 3.14 (Engagement Events: Master Calendar), 3.15 (Engagement Events: Promoted)
3.4	Action: Increase in School Connectedness Need: According to the Student Climate Survey given in February 2024, 47% of students schoolwide feel a school connectedness resulting in students not feeling valued, respected, nor engaged in their learning. As 85% of our student population is considered to be unduplicated, this feedback is indicative of needing to address this with our English Learners, Foster Youth, and Low-Income students. Scope: LEA-wide	<p>Achieve a school atmosphere that increases school connectedness based on School Climate Survey results, assessment of current environment, while fostering student voice and leadership for our unduplicated student groups (English Learners, Low-Income, Foster Youth).</p> <p>This action is provided on a school-wide basis as MWA has an unduplicated student population of 85%. Providing these services to the school as a whole ensures that this action reaches all of our English Learners, Foster Youth, and Low Income students.</p>	3.5 (School Climate Survey: Safety), 3.6 (School Climate Survey: Connectedness), 3.10 (PD: Interventions for Students with Disabilities), 3.11 (Student Input), 3.12 (8th Grade Retention Rates), 3.13 (Upper School Retention Rates), 3.16 (Student vs. Staff Demographics), 3.17 (Staff Experience and Engagement), 2.13 (Field Trips)
3.5	Action: SEL Support Need: SWD and Black students have the highest rates of suspension and chronic absenteeism, indicating a need for more proactive SEL support utilizing additional tools and strategies. These will help students develop self-regulation skills and re-engage with the learning environment.	<p>Pilot an online Social Emotional Learning (SEL) program, utilizing curriculum, to help students incorporate SEL skills into their daily lives and academics.</p> <p>This action is provided on a school-wide basis as MWA has an unduplicated student population of 85%. Providing these services to the school as a whole ensures that this action reaches all of our English Learners, Foster Youth, and Low Income students.</p>	3.1 (Chronic Absenteeism Rate), 3.2 (Average Daily Attendance), 3.3 (Suspension Rate), 3.4 (Expulsion Rate), 3.12 (8th Grade Retention Rates), 3.13 (Upper School Retention Rates)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.6	Action: 504 Coordination and Implementation Need: The need for a dedicated 504 Coordinator to ensure the creation, implementation, and monitoring of 504 plans, ensuring compliance and providing targeted support for students with disabilities. Scope:	Establish a 504 Coordinator role to assist with the implementation and monitoring of 504 plans, with a focus on supporting students with disabilities. This action is provided on a school-wide basis as MWA has an unduplicated student population of 85%. Providing these services to the school as a whole ensures that this action reaches all of our English Learners, Foster Youth, and Low Income students.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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

Additional Concentration Grant Funding

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

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

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	11371394	3111043	26.231%	0.000%	26.231%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$7,010,234.00	\$1,498,954.00	\$0.00	\$500,605.00	\$9,009,793.00	\$8,093,449.00	\$916,344.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Enhancing Instructional Capacity and Professional Growth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$291,151.00	\$66,558.00	\$169,891.00	0	0	\$187,818.00	\$357,709.00	
1	1.2	Strengthening Tier 1 Instruction and Differentiation	English Learners	Yes	LEA-wide	English Learners			\$1,859,014.00	\$41,751.00	\$1,826,147.00	0	0	\$74,618.00	\$1,900,765.00	
1	1.3	Enhancing Progress Monitoring and Data Analysis	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			572100	\$34,628.00	\$549,476.00	0	0	\$57,252.00	606728	
1	1.4	Improve Academic Outcomes for Special Education Students	Students with Disabilities	No					\$672,600.00	\$26,301.00	0	645499	0	53402	\$698,901.00	
1	1.5	Enhancing the Learning Environment for English Learners Through Staff PD	English Learners	Yes	School wide	English Learners			\$380,768.00	\$23,603.00	338448	0	0	65923	404371	
1	1.6	Language Acquisition Program	English Learners	Yes	LEA-wide	English Learners			\$525,869.00	\$34,593.00	553342	0	0	7120	560462	
1	1.7	Academic Support	All Students with Disabilities English Learners, Foster Youth, and Low-Income student LEA-Wide will be supported. This action is considered "non-contributing" because it is funded through LREBG funds.	No					\$0.00	145746	0	145746	0	0	145746	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Vertically Aligned Systems for Seamless College and Career Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$711,353.00	\$10,051.00	\$700,188.00	0	0	\$21,216.00	\$721,404.00	
2	2.2	College and Career Pathway Scope and Sequence	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$673,173.00	\$28,050.00	694737	0	0	6486	\$701,223.00	
2	2.3	Graduation Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$546,547.00	\$76,066.00	\$622,613.00	0	0	0	\$622,613.00	
2	2.4	Postsecondary Readiness Pathways	All Students with Disabilities English Learners, Foster Youth, and Low-Income student LEA-Wide will be supported. This action is considered "non-contributing" because it is funded through LREBG funds.	No					\$150,000.00	\$0.00	0	\$150,000.00	0	0	150000	
3	3.1	Student Support Services for Students that are Suspended	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$520,751.00	\$100,800.00	595386	0	0	26165	621551	
3	3.2	Integrated Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$425,428.00	\$46,665.00	\$472,093.00	0	0	0	\$472,093.00	
3	3.3	SWD Suspension Rate Reduction	Students with Disabilities Students with disabilities that have been suspended	No					\$237,079.00	\$33,334.00	0	\$270,413.00	0	0	\$270,413.00	
3	3.4	Increase in School Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth			\$447,068.00	\$45,300.00	\$492,368.00	0	0	0	\$492,368.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.5	SEL Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$248,978.00	0	\$248,978.00	0	0	\$248,978.00	
3	3.6	504 Coordination and Implementation	Students with Disabilities	No			All Schools		\$80,549.00	\$0.00	0	\$80,549.00	0	0	\$80,549.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
11371394	3111043	26.231%	0.000%	26.231%	\$7,010,234.00	0.000%	61.570 %	Total:	\$7,010,234.00
								LEA-wide Total:	\$6,674,665.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$335,569.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Enhancing Instructional Capacity and Professional Growth	Yes	LEA-wide	English Learners Foster Youth Low Income		\$169,891.00	
1	1.2	Strengthening Tier 1 Instruction and Differentiation	Yes	LEA-wide	English Learners		\$1,826,147.00	
1	1.3	Enhancing Progress Monitoring and Data Analysis	Yes	LEA-wide	English Learners Low Income		\$549,476.00	
1	1.5	Enhancing the Learning Environment for English Learners Through Staff PD	Yes	Schoolwide	English Learners		338448	
1	1.6	Language Acquisition Program	Yes	LEA-wide	English Learners		553342	
2	2.1	Vertically Aligned Systems for Seamless College and Career Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$700,188.00	
2	2.2	College and Career Pathway Scope and Sequence	Yes	LEA-wide	English Learners Foster Youth Low Income		694737	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Graduation Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income		\$622,613.00	
3	3.1	Student Support Services for Students that are Suspended	Yes	LEA-wide	English Learners Foster Youth Low Income		595386	
3	3.2	Integrated Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income		\$472,093.00	
3	3.4	Increase in School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income		\$492,368.00	
3	3.5	SEL Support	Yes	LEA-wide	English Learners Foster Youth Low Income		0	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$10,736,578.00	\$10,736,578.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Enhancing Instructional Capacity and Professional Growth	Yes	\$456,399.00	\$456,399.00
1	1.2	Strengthening Tier 1 Instruction and Differentiation	Yes	\$1,557,510.00	\$1,557,510.00
1	1.3	Enhancing Progress Monitoring and Data Analysis	Yes	\$1,159,107.00	\$1,159,107.00
1	1.4	Improve Academic Outcomes for Special Education Students	No	\$655,337.00	\$655,337.00
1	1.5	Enhancing the Learning Environment for English Learners Through Staff PD	Yes	\$330,960.00	\$330,960.00
1	1.6	Language Acquisition Program	Yes	\$89,988.00	\$89,988.00
2	2.1	Vertically Aligned Systems for Seamless College and Career Support	Yes	\$975,741.00	\$975,741.00
2	2.2	College and Career Pathway Scope and Sequence	Yes	\$2,127,225.00	\$2,127,225.00
2	2.3	Graduation Pathways	Yes	\$937,754.00	\$937,754.00
3	3.1	Student Support Services for Students that are Suspended	Yes	\$813,767.00	\$813,767.00
3	3.2	Integrated Family Engagement	Yes	\$522,409.00	\$522,409.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	SWD Suspension Rate Reduction	No	\$435,054.00	\$435,054.00
3	3.4	Increase in School Connectedness	Yes	\$675,327.00	\$675,327.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3204032	\$9,218,793.00	\$9,218,793.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Enhancing Instructional Capacity and Professional Growth	Yes	\$312,335.00	\$312,335.00		
1	1.2	Strengthening Tier 1 Instruction and Differentiation	Yes	\$1,483,443.00	\$1,483,443.00		
1	1.3	Enhancing Progress Monitoring and Data Analysis	Yes	\$1,001,604.00	\$1,001,604.00		
1	1.5	Enhancing the Learning Environment for English Learners Through Staff PD	Yes	\$330,960.00	\$330,960.00		
1	1.6	Language Acquisition Program	Yes	\$69,129.00	\$69,129.00		
2	2.1	Vertically Aligned Systems for Seamless College and Career Support	Yes	\$973,390.00	\$973,390.00		
2	2.2	College and Career Pathway Scope and Sequence	Yes	\$2,127,225.00	\$2,127,225.00		
2	2.3	Graduation Pathways	Yes	\$933,204.00	\$933,204.00		
3	3.1	Student Support Services for Students that are Suspended	Yes	\$789,767.00	\$789,767.00		
3	3.2	Integrated Family Engagement	Yes	\$522,409.00	\$522,409.00		
3	3.4	Increase in School Connectedness	Yes	\$675,327.00	\$675,327.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
11662691	3204032	\$0	26.716%	\$9,218,793.00	0.000%	81.022%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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