

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Making Waves Academy

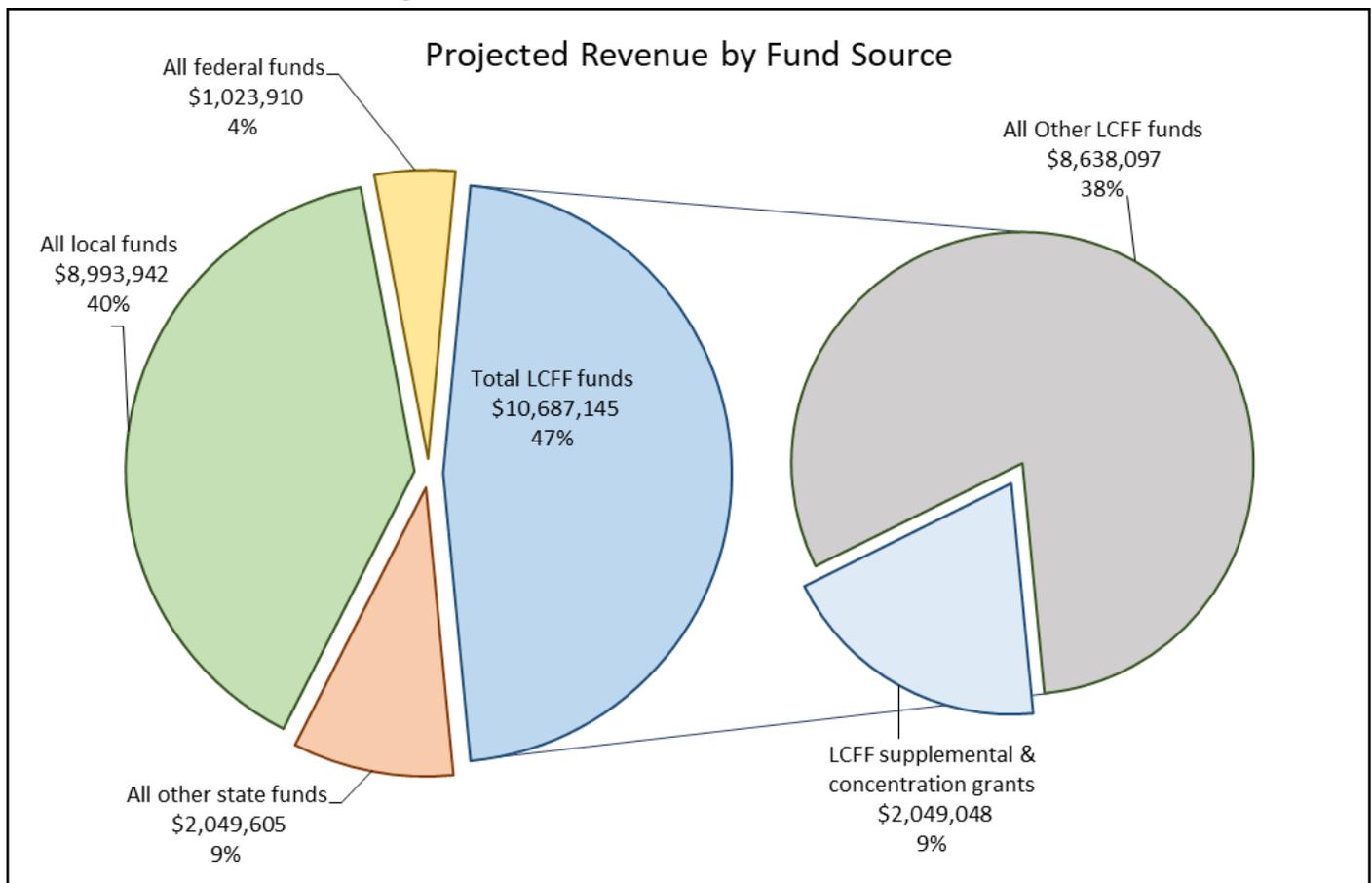
CDS Code: 07100740114470

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Alton B. Nelson, Jr., Chief Executive Officer

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 2019-20 LCAP Year

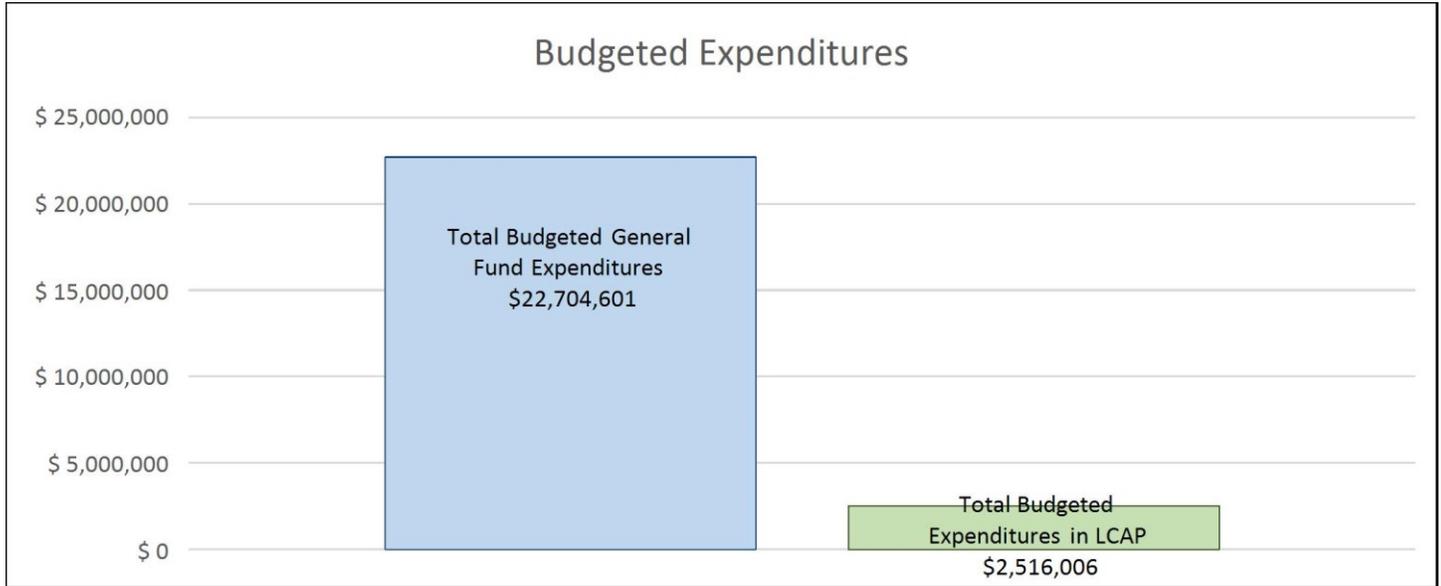


This chart shows the total general purpose revenue Making Waves Academy expects to receive in the coming year from all sources.

The total revenue projected for Making Waves Academy is \$22,754,602, of which \$10,687,145 is Local Control Funding Formula (LCFF), \$2,049,605 is other state funds, \$8,993,942 is local funds, and \$1,023,910 is federal funds. Of the \$10,687,145 in LCFF Funds, \$2,049,048 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 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

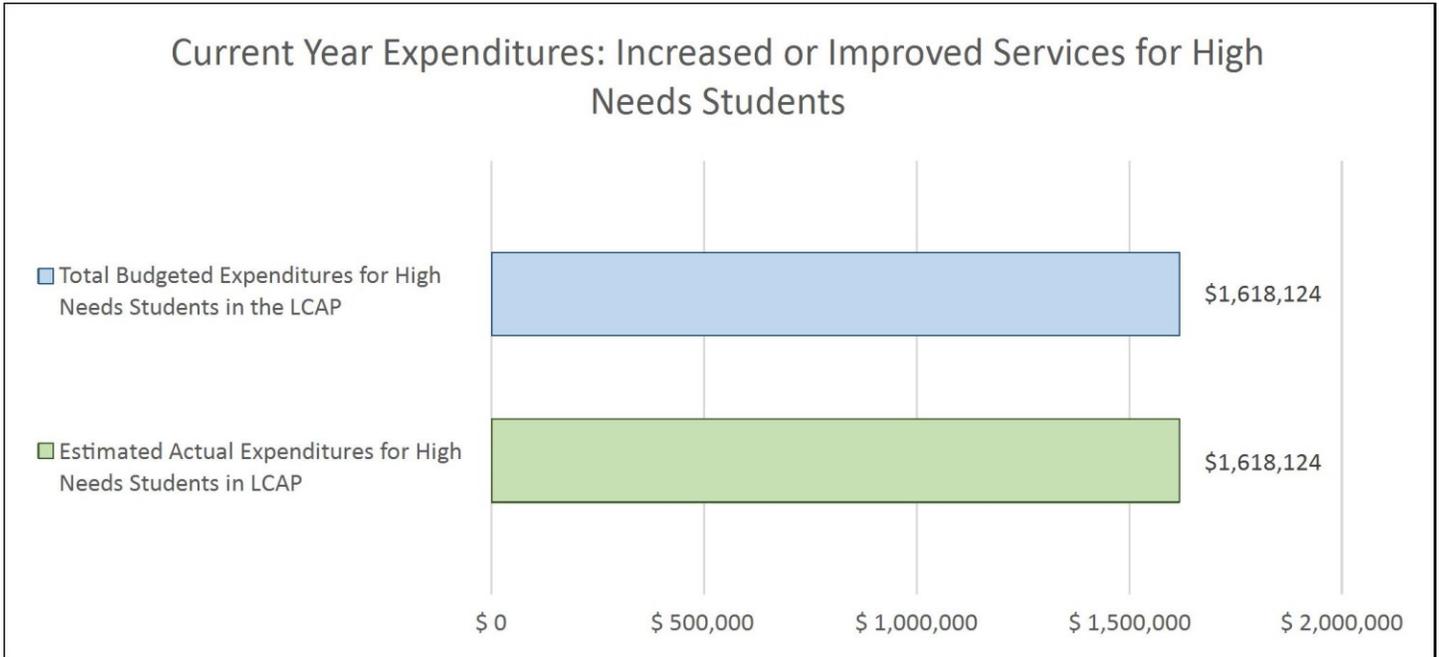
Making Waves Academy plans to spend \$22,704,601 for the 2019-20 school year. Of that amount, \$2,516,006 is tied to actions/services in the LCAP and \$20,188,595 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Making Waves Academy is projecting it will receive \$2,049,048 based on the enrollment of foster youth, English learner, and low-income students. Making Waves Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Making Waves Academy plans to spend \$2,516,006 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19



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.

In 2018-19, Making Waves Academy's LCAP budgeted \$1,618,124 for planned actions to increase or improve services for high needs students. Making Waves Academy estimates that it will actually spend \$1,618,124 for actions to increase or improve services for high needs students in 2018-19.

2019-20

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Making Waves Academy (MWA) is a 5th through 12th grade public charter school, authorized by the Contra Costa County Office of Education.

The Making Waves Academy mission is to rigorously and holistically prepare students to gain acceptance to and graduate from college, to ultimately become valuable contributors to the workforce and to their communities. Our mission was established in an effort to address the disparity in educational opportunity that exists between urban and suburban youth. Our goal is for at least 70% of our students to earn an appropriately challenging post-secondary degree, and graduate with minimal college debt. To this end, we provide students and families with a variety of services and academic programming that follows them from the time they enter our community as fifth graders, through the time that they graduate from college. These offerings include a rigorous and challenging curriculum, a robust art and enrichment program, an athletics program that begins in middle school, regular parent meetings, therapeutic counseling, and college and career coaching.

MWA is organized into two divisions – the Middle School and the Upper School – and currently has 795 students enrolled (89.2% Hispanic, 7.3% African American and 3.5% other) . Of the 795 students served, 89.7% are socioeconomically disadvantaged qualifying for Free & Reduced Meals; 19.5% are English Learners, .4% are foster youth and approximately 5% are students with disabilities. During the 2018-19 school year 95% of seniors are transitioning to a four-year or two-year community college (75% four-year and 20% Community College).

MWA received its six-year Western Association of Schools and Colleges (WASC) accreditation renewal beginning in the fall of 2014, successfully completed its mid-cycle review in the fall of 2016 and is currently going through the Self-Study process and gearing up for a year six visit in March

2020. Our primary goals in serving our students were formed through the WASC process, and approved by the MWA board. They are as follows:

1. Organizational Systems

Establish systematic cyclical reviews of programs and practices to assess effectiveness, and develop protocols that ensure the process of evaluation and implementation is closed-loop and transparent.

2. Support for All Learners

Develop vertically aligned programs between the Middle School and Upper School that differentiate along a continuum of learners and talents and allow for learning in areas beyond the academic program, both in the classroom and the school as a whole.

3. College and Career Readiness

Develop comprehensive college and career readiness pathways that build our students' capacity for success beyond high school.

## LCAP Highlights

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

The key features of this year's LCAP are:

1. MWA has updated its English Learner master plan which includes an updated reclassification process for English Language Learners that is reflective of the new state assessment system and has implemented it, reclassifying over 30 students.
2. Upper School has continued its Career and Technical Education pathway to include Intro to Health Services, Anatomy and Physiology, and Medical Terminology.
3. MWA continues to offer Academic Support, Advanced Placement and acceleration programs to all students.
4. MWA has continued to focus on capacity building of teacher-leaders, mid-level administrators, and parent leaders through professional development.
5. We have updated our goals to include the support of English Language Learners, and African American students in terms of math and English achievement.
6. MWA continued to have a Director of Curriculum and Instruction assigned to each the middle and Upper school to facilitate the Teaching and Learning Cycle to support alignment across the divisions.
7. Making Waves Academy outperformed high-performing districts within Contra Costa County when measuring the college and career readiness of socioeconomically disadvantaged students.
8. MWA developed and implemented a Black/ African American Student Achievement Initiative (B/AASAI) in the 2018-19 school year. The initiative is comprised of a committee of stakeholders who analyze Black/African American Student academic, attendance, suspension and engagement (BSU, surveys, clubs) data. Additionally, the committee organizes Black/ African American Student parent and family events throughout the year, as well as teacher and staff professional development.

# Review of Performance

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

## Greatest Progress

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

1. By adding the Parent Engagement Coordinator role in the prior year, MWA has seen an increase in stakeholder feedback and participation in multiple spaces, including in the School Site Council (SSC), English Language Advisory Committee (ELAC), and in response to surveys, all of which reflects outreach efforts to parents and students.
2. An increase in capacity building with the School Site council through comprehensive and interactive training presentations has allowed for both newer and returning members feel more comfortable about their ability to contribute meaningful input.
3. Through following the plan to hire an English Language Development Coordinator, and full implementation of a Structured English Immersion program, many students were reclassified as being proficient in English. This high reclassification rate has been celebrated annually with an award ceremony since Spring of 2017 . MWA increased 12.7 points in reclassification rates of English Learners from the prior year.
4. We found a positive correlation between parent attendance at English Language Advisory Committee Meetings and student rates of reclassification; we will continue to encourage parent participation in these spaces to bolster our progress toward supporting English Language Learners.
5. At the Upper School, students now have expanded course options and additional systems in place to alert them of their progress with respect to high school graduation and college-readiness. In effect, there are better feedback loops to raise alerts sooner for students who are not on track.
6. 70.8% of seniors were prepared for college, which was a 6.8% increase bringing MWA into the Blue on College and Career readiness and a graduation rate of 94.4%.
7. MWA increased 10 points in Mathematics bringing a majority of MWA students in the yellow.

We look forward to continuing the progress toward our goals in the upcoming academic years. We plan to maintain and build on our successes by continuing to focus on English Language Learners, our African American students and our students with disabilities, by involving all stakeholders, and supporting all of our students in achieving the mission of graduating from college.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **Greatest Needs**

As reflected in the Fall 2018 California School Dashboard data the following areas have been identified as greatest needs:

### **Suspension Rates**

Our overall suspension rate of 6.6% has decreased by 2.9%, placing us in the yellow. However, suspension rates for African American and Students with Disabilities continue to be in the red. African American student suspensions increased by 3.7% and Students with Disabilities increased by 3.0%. English Learners are in the orange at 7.0%, with a 0.8% increase.

We are committed to decreasing the number of students who are suspended through implementing restorative justice practices throughout the community. We continue to focus on supporting teachers in addressing students' social-emotional needs in the classroom as part of our goal to decrease suspensions. Within the 2018-19 school year, a team of Deans, our SPED coordinator and Directors of Curriculum and Instruction, worked collaboratively to develop a plan that identified the root causes for suspensions of Students with disabilities and developed a plan to reduce suspensions during the 2019-20 school year.

### **ELA and Math**

In adhering to our plan to review data twice per quarter through the Academic Intervention Services (AIS) team, we analyzed and reflected on the data to alert us of the need to address African American student achievement data. Through our process, we identified that of our African American students were still lagging behind their peers academically in aggregate. In ELA, African American students were 37.7 points below level 3 in comparison to Hispanic students being 9.8 points below level 3, and all students being 10.8 % below level 3.

Upon discussing the data with AIS, we engaged with a service provider to help us assess and develop a plan that will address our low-income, Tier 3, and African American students for the 2018-19 school year. Additionally, MWA has adjusted its Saturday Academy program in the Middle School to include targeted support for English Learners, Tier 3 students, and GATE students, and in the Upper School to provide academic support for all students and targeted support for students enrolled in AP classes or those that are preparing for the SAT exam. African American student achievement will be addressed through focus groups held with students, staff, and parents as part of a larger intervention plan to support their academic growth and development.

Overall, our performance in math is in the yellow, at 62.0 points below level 3. African American students are in the orange for mathematics performance, at 99.0 points below level 3. The remaining student groups are in the yellow. Hispanic students are 61.3 points below level 3, Socioeconomically Disadvantaged students are 62.6 points below level 3 and English Learners are 78.5 points below level 3. In response to our math data, we have hired and budgeted for on-site interventionists to support targeted groups of students in need of academic intervention so that we can move our students into green and blue achievement levels.

## Chronic Absenteeism

Our overall chronic absenteeism rate of 7.8% has increased by 1.8%, placing us in the orange for all students. Currently chronic absenteeism rates for all students are in the orange. African American students chronic absenteeism increased by 6.7%, English Learners increased by 2.9%, Hispanic students increased by 1.5%, and Socially Disadvantaged students increased by 1.2%. Our Middle School and Upper School Dean of Students offices are committed to addressing the chronic absenteeism rates by having fidelity to our SARB/SART process. We are devoted to maintaining our school-wide ADA monthly goal of 96%. Our Dean of Students are communicating extensively to our families about the importance of attending school, daily. The Deans are spearheading family mailings, and grade level meetings to address our ADA goals, and to communicate instructional days as captured in our 2018-19 MWA master calendar.

We will continue to focus on intervention with respect to our English Learners, African American students, with an emphasis on mathematics skill development through programming that includes differentiated tiered instruction, Marlin Hour, Summer Academy, Saturday Academy, and implementation of interim assessments including the Mathematics Diagnostic Testing Project and Achievement Network systems to create a continuous cycle of data driven teaching and learning. To address our suspension rates, we will continue to partner with parents, clinicians, MWA social workers, and our deans of students to support teachers in addressing our students social-emotional needs. We will also continue our work in implementing restorative practices such as peer mediation, community building and supporting students in establishing and striving toward their life dreams.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

There are no areas in which a student group was two or more performance levels below the "all student" performance.

We see the lowest academic area in math for African American students; we are in the orange for African American students being 99.0 points below level 3. Our African American student group needs explicit targeted support to ensure that their academic progress and college-readiness is appropriately addressed. While their aggregate CAASPP scores are higher than the surrounding school district schools and the county as a whole, we are confident that we can improve the academic outcomes with this subgroup.

We will continue to focus on intervention with an emphasis on mathematics skill development through programming that includes differentiated tiered instruction, Marlin Hour, Summer Academy, Saturday Academy, and implementation of interim assessments including the Mathematics Diagnostic Testing Project and Achievement Network systems to create a continuous cycle of data driven teaching and learning.

## Comprehensive Support and Improvement

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

### **Schools Identified**

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

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

### **Support for Identified Schools**

Describe how the LEA supported 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.

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

### **Monitoring and Evaluating Effectiveness**

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

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

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

- Annual Credential review schedule adhered to
- State Adoption Checklist & Scorecard for Instructional Materials
- Facilities/Maintenance Checklist & Scorecard

### 18-19

- Refine and follow with fidelity the plan for checking for proper teacher credentialing during the recruitment and selection process as well as developing an annual credential review schedule.
- Ensure materials for core classes are on the State Adopted List and meet the criteria for state approved materials.
- Ensure facilities meet safety and maintenance criteria set forth by federal, state, and local regulations.

Actual

The Talent and HR team follow with fidelity the plan for checking for proper teacher credentialing during the recruitment and selection process as well as developing an annual credential review schedule. 100% of the schedule is adhered to.

Annual stakeholder hearing regarding the sufficiency of textbooks was conducted at the November 2018 SSC meeting. A textbook and supplemental learning materials listing was adopted by the board with a Board resolution at the December 2018 board meeting.

Transitioning from preventative maintenance ticket system in place in our old buildings to a schedule (and possibly a new system) for the new buildings. MWA will resume quarterly facility inspections this month. They were on hold due to facilities transitions throughout the year. The Operations team has recently undergone training for key elements of the new facilities. Procedure documents have been developed and will be provided to new hires and reviewed periodically with continuing team members. Inventory is conducted annually through a third-party accounting firm.

Expected

Actual

**Baseline**

- 70% of the schedule adhered to
- 90% of the materials meet criteria
- 100% of scorecard completed & 80% or more of facilities scorecard indicate "Fair" Conditions

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SUBPRIORITY A – TEACHERS</p> <ol style="list-style-type: none"> <li>1. Provide more resources to support teachers to get their teacher credential and/or keep them current.</li> <li>2. Provide for explicit support for teacher interns and teacher residents to earn their credential.</li> <li>3. During the recruitment and selection process insure evidence of credentials of candidates occurs.</li> <li>4. Share updated information with our authorizer annually in October.</li> <li>5. Follow the process for annual review of faculty files and credentialing information.</li> </ol>	<ol style="list-style-type: none"> <li>1. MWA provides teachers with study aides that they can borrow and return; we assist with applications for provisional internship permit.</li> <li>2. MWA pays for the cost of the California CTC required Teacher Induction Program (TIP).</li> <li>3. The Talent Team at MWA obtains necessary information from candidates on credential status; HR obtains proof for new hires and/or checks the CA CTC website.</li> <li>4. As requested HR submits a list of faculty credential status by October each year.</li> <li>5. HR reviews faculty files annually each spring and meets with each faculty member who is on a credential agreement.</li> </ol>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$25,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$25,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$25,000</p>

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SUBPRIORITY B – INSTRUCTIONAL MATERIALS</p> <p>1. Follow the Annual Curriculum Review &amp; Adoption Plan: 2. Research alternative ways to make curricular resources available to students using a variety of materials and platforms (e.g. hard copy, electronically, and online), take input from stakeholder groups and the School Site Council, and create a DRAFT for review by June 2019. 3. Follow a process for the review and adoption new state curriculum for science and history materials and textbooks.</p>	<p>1. Annual review of curriculum and adoption plan is conducted by the division leaders. Annual stakeholder hearing regarding the sufficiency of textbooks was conducted at the November 2018 SSC meeting. A textbook and supplemental learning materials listing was adopted by the board with a Board resolution at the December 2018 board meeting. 2. Research of alternative ways to make curricular resources available to students using a variety of materials and platforms is done through various meetings held throughout the year, including the Curriculum Committee meetings. In addition an LCAP stakeholder session was held March 2019 to get input on the school's goals which is subsequently submitted to school leadership. Throughout the year input is taken from the SSC. 3. An annual stakeholder hearing regarding the sufficiency of textbooks was conducted at the November 2018 SSC meeting. A textbook and supplemental learning materials listing was adopted by the board with a Board resolution at the December 2018 board meeting.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$75,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$75,000</p>
		<p>4000-4999: Books And Supplies Supplemental and Concentration \$65,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$65,000</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>SUBPRIORITY C – FACILITIES</b></p> <p>A. Schedule for routine maintenance of key structural, equipment, appliance, and operational elements of the facility.</p> <p>B. Schedule for regularly scheduled inspections of key structural, equipment, appliance, and operational elements of the facility.</p> <p>C. Schedule of any ongoing training or PD appropriate for the upkeep, maintenance, and inspection of structural, equipment, appliance, and operational elements of the facility.</p> <p>D. Schedule of an (annual, bi-annual, or tri-annual) inventory process re: the facilities, equipment, or appliances integral to the facility.</p>	<p>A. MWA is currently transitioning from preventative maintenance ticket system in place in our old buildings to a schedule (and possibly a new system) for the new buildings.</p> <p>B. Facility inspections occurred quarterly and were paused in the third quarter due to the transition and opening of the brand buildings. Quarterly inspections resumed in the fourth quarter.</p> <p>C. The Operations team has recently undergone training for key elements of the new facilities. Procedure documents have been developed and will be provided to new hires and reviewed periodically with continuing team members.</p> <p>D. Inventory is conducted annually through a third-party accounting firm.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$21,500</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$15,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$128,500</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$21,500</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$15,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$128,500</p>

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and Services for this goal were generally implemented as planned with a few exceptions primarily due to the timeline for hiring and unanticipated needs for additional staff to support full implementation of specific actions.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our actions effectively addressed our goal of ensuring that students are being taught by qualified instructors. We supported teacher interns in earning their credential, participated in the New Teacher Induction Program, and properly monitored the status of teachers needing to earn or maintain their credentials. A Board Member conducted a scheduled audit of a cross section of personnel files to assess how complete we are in maintaining and documenting files.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimates and actual expenditures are aligned.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Under California Education Code 64001 and the Every Student Succeeds Act (ESSA) requires schools that receive federal funds through the ConApp to consolidate all school planning requirements into the School Plan for Student Achievement (SPSA). Effective January 1, 2019, under Education Code 52062(a) and 64001(a), both as amended by AB716, charter schools may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements. Provided that the combined plan is able to demonstrate that the legal requirements for each plan has been met. Beginning in the 2019-20 school year the Local Control and Accountability Plan will also serve as MWA's SPSA. As a result, all federal funding received through the ConApp has been added to the LCAP in order to meet federal requirements. Federal funding for Title II has been added to the "Budgeted Expenditures."

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 2

Implementation of Common Core State Standards, including how English Learner students will be enabled to gain academic content knowledge and English language proficiency

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

- ELD training
- EL Progress Monitoring

18-19

- Implement an implementation plan that includes state monies allotted to MWA in the areas of equipment, materials, and training.
- Implement a plan to allow for ongoing scheduled training and monitoring of core day and intervention faculty with respect to the use of instructional strategies that allow for our English Language Learner students to better access content knowledge, while also addressing any skills in need of development
- Implement a progress monitoring protocol for systematic and ongoing data generation and review of English Proficiency for English Learner students including regular review of progress in the English Language Proficiency Assessment

Actual

Administrators and accounting department have implemented an implementation plan that includes state monies allotted to MWA in the areas of equipment, materials and trainings. Such allocation of funds can be seen throughout the LCAP actions.

Ongoing based on EL Master Plan. We will reevaluate at end of year to better support faculty and instruction for students.

Ongoing throughout the year. We started in August to access and analyze ELPAC , ELA SBAC and grade data. Currently, we are refining our protocol and data generation system for the next school year.

Expected

Actual

**Baseline**

- Money allotted in the budget is utilized for state purposes for equipment, materials, and training
- 80% or more of the Professional Development plan is implemented
- 80% or more of the progress monitoring system for English Language Development is implemented

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SUBPRIORITY A – CCSS IMPLEMENTATION</p> <p>1. Insure the plan addresses the following elements:</p> <p>A. Implementation Plan with timelines, milestones, &amp; who is responsible.</p> <p>B. Plan for ongoing professional development of faculty and administration through site-based and off-site training.</p> <p>C. Create a visiting committee to visit other schools.</p> <p>D. Plan and schedule for formal and informal observations of teachers to assess level of fidelity and implementation of CCSS.</p> <p>E. Section of formal teacher observations and lesson planning documents that address teacher efficacy with implementation of CCSS.</p>	<p>1. MWA uses Spring Board curriculum to be aligned to CCSS. Spring Board is a college board approved curriculum for math and ELA.</p> <p>A. Both the Upper School and Middle School completed and captured in the annual PD plan that is managed by our Directors of Curriculum and Instruction, Ms. Shelburne and Ms. Mendez. The plan was completed prior to the commencement of the school year.</p> <p>B. Due to the opening and transitions into new buildings a small team from both the learning team and compliance went to several schools to see how they function on the academic and operations side. In addition the Director of Compliance served on a WASC visiting committee in the Fall. Observations from the school</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$20,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$20,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$20,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$20,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$20,000</p>

2. Review CCSS elements as part of the annual Budget and LCAP process to insure alignment with CCSS implementation plan goals.

3. Schedule semi-annual presentations to the MWA Board and larger community by way of updates on implementation and/or results – any data involving implementation data or student performance data, especially for Math performance.

were then shared with leadership. Some best practices were incorporated within the MWA WASC process, with the use of the CCSESA LEA Assessment tool.

C. Due to the opening and transitions into new buildings a small team from both the learning team and compliance went to several schools to see how they function on the academic and operations side. In addition the Director of Compliance served on a WASC visiting committee in the Fall. Observations from the school were then shared with leadership. Some best practices were incorporated within the MWA WASC process, with the use of the CCSESA LEA Assessment tool.

D. Both the Upper School and Middle School: 100% teachers have 3 formative, 1 summative, and a portfolio review annually. Additionally teachers receive formal and informal classroom observations and debrief sessions.

E. Both the Upper School and Middle School: (In Progress > 50%) At this point in the year, MS teachers are currently in their 3rd evaluation cycle

2. US/MS: (In-Progress> 50%)  
Currently working through budget cycle and participating with LCAP process with a lens to ensure CCSS alignment for the SY19-20 budget

3. Throughout the year as a standing board report, Both US and MS Division Directors create a report and present to the MWA

governing board at each board meeting.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SUBPRIORITY B – EL STUDENTS &amp; ACADEMIC CONTENT KNOWLEDGE</p> <ol style="list-style-type: none"> <li>Hire an ELD coordinator to oversee and manage this area schoolwide.</li> <li>Develop a schedule for site-based and off-site training for ELD Coordinator and faculty.</li> <li>Develop a schedule for ongoing formal &amp; informal evaluation and feedback.</li> <li>Develop a teacher evaluation tool that addresses the use of adopted ELD best practice instructional strategies.</li> <li>Share agreed upon best-practice ELD strategies through presentations to the MWA Board, CEO, and AIS group annually.</li> <li>Meet the goals for the new EL Initiatives.</li> </ol>	<ol style="list-style-type: none"> <li>MWA hired an ELD Coordinator to oversee and manage this area schoolwide.</li> <li>A PD plan for staff and the ELD Coordinator have been scheduled for off-site training for throughout the year. An example of an opportunity was the 2018 Accountability Leadership Institute hosted by the CA Department of Education. In addition, staff have participated in other off-site training opportunities.</li> <li>The ELD coordinator has had a schedule with the DCI to discuss formal and informal evaluation and feedback.</li> <li>A tool has been developed that addresses the use of adopted ELD best practices instructional strategies.</li> <li>This is still ongoing. There have been presentations throughout the year in front of the MWA board, CEO and SSC.</li> <li>This is ongoing. We are adjusting and refining our new EL initiatives with the state shift with ELPAC and the reclassification criteria. This will be done with the support of the DCI's.</li> </ol>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$100,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$28,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$100,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,000</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$28,000</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SUBPRIORITY C – EL STUDENTS &amp; ENGLISH LANGUAGE PROFICIENCY</p> <p>1. Schedule for CELDT Training of faculty and administrators and CELDT testing for students.</p> <p>2. Development of a comprehensive English Language Proficiency project plan for EL students. The plan should include:</p> <p>A. EL proficiency goals</p> <p>B. Adopted school-wide and division-wide common best practice strategies to be implemented in all classrooms.</p> <p>C. Identify milestones of the plan that are shared regularly with administration, faculty, and parents.</p> <p>D. Reclassification targets for all students.</p> <p>E. Growth targets for the group of EL students that take into account student GPAs, performance on benchmark assessments, and final grades.</p> <p>F. Progress monitoring protocols for EL students and recently (within the last 3 years) reclassified students.</p> <p>G. Schedule for presentations to the MWA Board and CEO two times per year CEO and the AIS group three times per year.</p> <p>H. Standardize the EL Plan.</p>	<p>1. The CELDT is no longer used as the ELD proficiency test. The ELPAC is used instead. Faculty and administrators have been trained to administer the ELPAC. Students are currently taking the ELPAC.</p> <p>2. Development of a comprehensive EL proficiency project plan for EL students has been completed and is now being implemented.</p> <p>A. EL proficiency goals have been developed and communicated with the Division Director board reports, SSC and ELPAC.</p> <p>B. We are currently working on adopting school-wide and division wide common best practice strategies for all teachers and faculty</p> <p>C. Communication towards milestones, like reclassification status and academic achievement updates have been made with administration, faculty and teachers. This is an ongoing process.</p> <p>D. Reclassification targets have been created and are monitored for all ELD students throughout the year.</p> <p>E. Academic Achievement targets have been created and are monitored throughout the year for all ELD students.</p> <p>F. Progress Monitoring for ELD students and recent RFEP</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$15,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$15,000</p>

students have been created and are ongoing throughout the school year.

G. Throughout the year presentations and reports are given to the MWA Board and CEO at least two times per year and three times per year at the quarterly AIS meetings.

H. A standardized EL Plan has been created and is being implemented. We are currently monitoring the EL plan and will meet towards the end of the year to look for areas to better develop or refine.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

ctions and Services for this goal were generally implemented as planned with a few exceptions primary due to timeline for hiring and unanticipated needs for additional staff to support full implementation of specific action.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The EL Plan was implemented with fidelity and revised. The highest number of EL students were reclassified as a result.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures and estimated actual expenditures are aligned.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Action 3 (pg, 16) - The CELDT is no longer used as the ELD proficiency test, therefore all future references to the CELDT have been removed from this goal and replaced with the ELPAC (English Language Proficiency Assessment for California).

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 3

Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

- Parent survey data
- Parent Engagement Scorecard

### 18-19

- Maintain and deepen the current level of parent involvement through intentional and mission-aligned opportunities for involvement.
- Develop and refine existing communication and promotion tools targeted to parents.

### Baseline

- Parent survey rating of "good" regarding parent education opportunities
- 80% or more of parents acknowledge being aware of opportunities for involvement
- 70% or more parents participate in some way throughout the year

Actual

Saturday Parent Workshops, Parent Surveys, automated phone calls, study trip chaperone opportunities. 80% Complete

Academic good standing notification, progress reports, student report cards, student support plan meetings, IEP meetings, Parent phone calls to inform about social emotional needs and support. 70% Complete

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SUBPRIORITY A – ACHIEVING / MAINTAINING PARENTAL INVOLVEMENT</p> <ol style="list-style-type: none"> <li>1. Maintain current engage activities such as monthly parent meetings, individual parent-teacher meetings, and workshops. Develop a peer support group meetings and a semi-annual review of the Volunteer Program.</li> <li>2. Schedule quarterly meetings with parent reps to the Board and SSC along with the parent volunteer coordinator to discuss successes and challenges of the school year and discuss ideas for parent engagement activities.</li> <li>3. Continue to publicize and share out SSC meeting updates and outcomes at parent meetings, in the Weekly Wave, and on the website.</li> <li>4. Continue rotating key administrators to present to the SSC and share out data and progress in terms of overall successes and challenges.</li> <li>5. Add more parent education opportunities.</li> <li>6. Refine the system for marketing and engaging parents for the parent volunteer system.</li> </ol>	<ol style="list-style-type: none"> <li>1. Engagement activities took place throughout the school calendar and will continue through to the end of the school year. Such engagement activities include: parent meetings, parent workshops and parent conferences.</li> <li>2. Successes and challenges of the school year are discussed and shared at month Parent meetings, the MWA board through the Division Director's reports along with the SSC throughout the year.</li> <li>3. Through communications means such as the "Weekly Wave", signage around the campus, ATMs, SSC and parent meetings; of parent engagement opportunities coming up.</li> <li>4. During the planning meeting for the School Site Council, a calendar was created to have different administrators rotate throughout the year to provide members of the SSC and community with update on student data, successes and challenges. Such include: ELD progress, College and Career readiness and WASC.</li> </ol>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$60,000</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$60,000</p>

5. Deans facilitate and have provided parent workshops on: cyber bullying, cyber safety, restorative practices, Notice Talk Act, and drug and alcohol awareness and education.

6. MWA has strong parent engagement. MWA encourages that parents participate in 20 hours of completely voluntary service hours. It is communicated to parents that volunteering is not a requirement or have a negative impact on their student's enrollment status at MWA. Throughout the year there are numerous activities parents have opportunity to volunteer with. Such volunteer hours are recorded in Blue Bear (volunteer tracking system) and reported to parents at every parent meeting.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SUBPRIORITY B – PROMOTING PARENT PARTICIPATION</p> <p>1. Update and refine campus signage and promotion materials for parent meetings, School Site Council meetings, and events.</p> <p>2. Develop and refine a more comprehensive and robust online calendar of events to help parents access information. Look to add a “Parent Corner” on the website to</p>	<p>In newsletter, calendar of meetings and events.</p> <p>1. Calendar has been developed and communicated in the parent newsletter. IT is working on making sure the Parent portal on the website is accessible.</p> <p>2. The Parent-Guardian Engagement Coordinator made quarterly presentations at monthly</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,000</p>

make it easy for parents to access information aimed at them.

3. Schedule the Parent-Guardian Engagement Coordinator to make quarterly presentations and/or send out parent volunteer reports to MWA parents & staff.

4. Parent-Guardian Engagement Coordinator to send out monthly update emails to parents and staff.

5. Schedule the Parent-Guardian Engagement Coordinator to make semi-annual presentations to the SSC to discuss new ideas and to share successes and challenges. Set goals for parent participation and celebrate achieving the goals publicly.

parent meetings. In addition, a newsletter is emailed and given to parents with information on how to volunteer, upcoming events and meetings.

3. A monthly email will go out to parents and staff on upcoming volunteer activities, meetings that coming up, testing that will be taking place and any other things happening on campus.

4. Updates to the SSC by the Parent-Guardian Engagement Coordinator or the MS Associate Division Director have been made during announcements. A formal presentation is to be scheduled.

5. April 11th the Parent-Guardian engagement will reward parents who have volunteered.

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and Services for this goal were implemented as planned .

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Parent engagement at MWA is improving as a result of implementing the plan. MS and US Administration and Deans continue to seek input on and offer parent education opportunities. Both the Middle and Upper School held Parent-Teacher conferences two times over the course of the school year. Parents continue to be surveyed about the kinds of support and programming they want. Parent representatives on the School Site Council present at monthly parent meetings. Key administrators also present at School Site Council meetings as well as monthly parent meetings which helps parents to have a better idea of what is going on and the school's successes and challenges throughout the year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures and estimated actual expenditures are aligned.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes have been made to this goal.

# Annual Update

**LCAP Year Reviewed: 2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 4

Pupil achievement, as measured by all of the following, as applicable:

- A. CA Assessment of Academic Progress and Performance (CAASPP) statewide assessment
- B. The California School Dashboard
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

# Annual Measurable Outcomes

## Expected

### Metric/Indicator

- course completion scorecard
- ELD proficiency scorecard
- Reclassification scorecard
- AP test scorecard
- EAP scorecard

### 18-19

- 95% or more of MWA students successfully complete requirements for UC/CSU and CTE courses, the equivalent of the MWA high school diploma track.
- Set and meet annual growth targets for EL Proficiency as measured by increased scores on the ELPAC, CAASPP and ELA grades.
- To reclassify the majority of ELs by the end of their 8th grade year and meet annual reclassification goals towards the larger reclassification goal.
- 55% or more of students taking the AP Exam pass them with scores of 3 or higher.
- 95% or more of students taking the Early Assessment Program (EAP) exam and 75% or more of students scoring at or above the passing mark for the English and Math portions of the exam.

### Baseline

- 90% successful meet the requirements
- 60% or more of EL students meeting or exceeding targets on the new ELPAC, SBAC, and English GPAs
- 60% or more are reclassified by the end of the school year
- 30% or more pass the AP exam
- 50% or more meet the English and Math Benchmarks on the EAP.

## Actual

S1 credit standing data is showing that 92.4% of all Upper School students are making adequate progress toward graduation. Our graduation rate for seniors is expected to be at or above 95.0% -- last year the graduation rate for single-year seniors was 100.0%

We expect our students to grow one level in ELPAC, CAASPP and receive a grade of C or higher in ELA.

ELs have been monitored and identified if they meet or are close to meeting the reclassification criteria. This is a yearlong process as it entails looking at the CAASPP, ELPAC, and STAR reading exam.

This is ongoing. We will now as soon as the results become available.

Students will take this assessment in April, 2019.

## **Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SUBPRIORITY A – CA MAPP: ELA/LITERACY AND MATHEMATICS</p> <p>1. Present data, analysis, progress and challenges to the Academic Intervention Services Team (AIS) Team, the SSC, the MWA Board, and the CEO.</p> <p>2. Continue to send faculty and administrators to off-site training and develop a schedule and frequency of ongoing training for the CCSS.</p> <p>3. Set specific instructional strategies for the teaching of ELA and math.</p> <p>4. Set specific growth targets for student achievement in ELA and math.</p>	<p>1. 75% Complete - Data is presented and analyzed by the AIS Team and communicated subsequently by the Division directors to both the SSC, MWA Board and CEO verbally and reports submitted in the board package.</p> <p>2. Division Directors send faculty to offsite training for development throughout the year. In addition, US/MS faculty receive development and growth opportunities during Friday professional development training.</p> <p>3. Through formal and informal observations carried out by the MS/US Directors of Curriculum and Instruction, specific strategies for the teaching of ELA and math is developed.</p> <p>4. The MS/US Director of Curriculum and Instruction and Data and Assessment coordinator work together to set specific growth targets towards achievement for both ELA and math.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$50,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$10,000</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$50,000</p>

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SUBPRIORITY B</p> <ol style="list-style-type: none"> <li>1. Provide training for faculty, parents, students, and staff on the revised components that comprise the new performance accountability criteria when they are published.</li> <li>2. Develop a project plan that details how MWA will provide for and support elements of the performance accountability being accounted for in the school program.</li> <li>3. When measured again, meet growth targets for EL subgroups in math and EL growth overall in order to successfully exit out of Program Improvement status.</li> <li>4. Continue to develop progress monitoring tools and goals through the AIS Team.</li> <li>5. Set a schedule to present to the MWA Board, SSC, parents, and CEO at least 2 times per year to report on progress, successes, challenges, and strategy.</li> <li>6. Purchase and develop a comprehensive data management system to aggregate student achievement data and share it with stakeholders.</li> </ol>	<ol style="list-style-type: none"> <li>1. Revised components that comprise of the new performance accountability criteria when they are published are communicated to parents through Saturday Parent meetings and School Site Council. Communication for faculty and students is conducted through grade level meetings and Friday professional development.</li> <li>2. Through the AIS team in conjunction with the Data and Assessment team developed a project plan that details how MWA will provide support elements of the performance accountability being accounted for in the school program.</li> <li>3. Although we have looked at math and ELA scores for EL students, we have to give additional support and strategies to support math achievement for our ELs.</li> <li>4. 75% complete. AIS meetings are facilitated by the Intervention Services Coordinator. One more AIS meeting is scheduled for the year.</li> <li>5. Presentations and reports on progress, successes and challenges has been presented to the MWA Board, SSC, parents and CEO throughout the school year.</li> <li>6. MWA purchased the software program Schoolzilla. Schoolzilla is a data platform that provides teachers and administrators the</li> </ol>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$45,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$10,000</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$45,000</p>

ability to review student data in a way that is helpful in making data-informed decisions for student learning.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SUBPRIORITY C – UC / CSU COURSE REQUIREMENTS (OR CTE)</p> <p>1.Create individual graduation pathway plans for MWA Upper School students that track and monitor progress towards high school graduation and post-secondary plans.</p> <p>2.Provide training for faculty re: Upper School graduation requirements and college admissions criteria for UCs and CSUs.</p> <p>3.Provide for training to faculty, administration, staff, students, and parents for the meaning and rationale for CTE opportunities for students.</p> <p>4.Provide for specific training and ongoing support of Upper School advisors in effectively executing and meeting their responsibilities.</p> <p>5.Insure course schedule is “guaranteed and viable” allowing for adequate course access and availability for students in meeting</p>	<p>1. Individual graduation path plans for MWA Upper School students, also known as "Progress to Graduation Tables" are available to each student upon request.</p> <p>2. Professional development session for Upper School Staff was given in August. Evidence can be found on the Sutori website: "College and Career Counseling Introduction/ Vision.</p> <p>3. Professional development session for Upper School Staff was given in August. Evidence can be found on the Sutori website: "College and Career Counseling Introduction/ Vision", "CTE rationale for faculty, staff and admin." Parents receive college and career readiness trainings through Parent Meetings.</p> <p>4. Professional development session for Upper School Staff was given in August. Evidence can be found on the Sutori website: "College and Career Counseling Introduction/ Vision.</p> <p>5. Students are given a "Course Interest Survey" where the results are analyzed to determine course schedules are "guaranteed and viable."</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$27,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,000</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$27,000</p>

the MWA high school graduation requirement in a timely way.

6. Plan for annual updates and reports to the school community, SSC, MWA Board, and CEO on the CTE opportunities for students at MWA.

7. Plan for annual updates to the MWA Board, SSC, Parents, and CEO on the progress of meeting the goal along with successes, challenges, and strategy.

8. Insure new courses are UCOP approved.

6. CTE Program and Implementation Fidelity to Linked Learning Overview. Reports will occur for those stakeholder groups.

7. PowerPoint Presentation for Goal 4 Updates.

8. MWA ensures that new courses are UCOP approved and can be seen through A-G Course Management Portal Screenshots.

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SUBPRIORITY D – EL PROFICIENCY RATES</p> <p>1. The EL Coordinator works with the Division Directors, ELA teachers, faculty, and interventionists on a plan that includes the adoption and fidelity monitoring of the use of commonly adopted instructional strategies that are aimed at increasing EL proficiency.</p> <p>2. A schedule for progress and fidelity monitoring is created that includes frequency of classroom observations, data to be analyzed over the quarter.</p>	<p>1. This is ongoing. The ELD coordinator has been meeting with all appropriate instructional stakeholders to support in and monitoring the use of instructional strategies.</p> <p>2. A schedule for progress and fidelity monitoring is created that includes frequency of classroom observations, data to be analyzed over the quarter has been ongoing throughout the school year.</p> <p>3. The ELD coordinator has presented updates to the SSC, MWA and CEO.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$14,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$14,000</p>

3. The EL Coordinator presents scheduled updates to AIS Team, the SSC, MWA Board, and CEO.

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SUBPRIORITY E – EL RECLASSIFICATION RATES</p> <p>1.Create a “guaranteed and viable” CELDT testing schedule.</p> <p>2.Insure annual training of EL Coordinator, faculty, and staff is provided.</p> <p>3.Create milestones throughout the school year that act as indicators of progress towards meeting and exceeding annual growth targets.</p> <p>4.Present updates to parents, AIS Team, SSC, MWA Board, and CEO.</p>	<p>1. An ELPAC testing schedule has been completed.</p> <p>2. Training has been provided and is ongoing for coordinator, faculty and staff.</p> <p>3. Milestones have been created to show progress of EL student achievement and reclassification.</p> <p>4. This is ongoing. The ELD coordinator has presented to various stakeholders throughout the year.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$21,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$21,000</p>

### Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SUBPRIORITY F – AP EXAM PASSAGE RATE</p> <p>1.Set goal of 80% or more of students taking AP courses signing up for and taking the exam.</p>	<p>1. AP exams has been scheduled and will be administered in May. An AP exam will be ordered for all AP scholars.</p> <p>2. An observation schedule has been created for the year. Informal and formal observation notes are</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$16,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$16,000</p>

2. Set classroom observation schedule of AP courses to insure fidelity to the AP curriculum and to assess proper pacing of the course.

3. Provide for off-site and site-based training for faculty teaching AP courses.

4. Provide for any online or additional materials to support faculty and students in preparing for AP exams.

5. Monitor GPA progress in AP courses as part of AIS activities.

6. Set a schedule for presenting results of AP exams to AIS, SSC, MWA Board, and CEO.

7. Look at and use "AP Potential" data to inform decisions about courses to add.

created by the Director of Curriculum and Instruction.

3. Faculty teaching AP courses participated in an off-site professional development including: AP Annual Conference and Summer AP Institutes.

4. Faculty will be directing students to online resources and a mock AP exam will administered during the March Saturday Academy. In addition, attendance rosters for AP mock exam will be collected. AP mock exams are scheduled during the March Saturday Academy.

5. GPA is being looked at through Schoolzilla and Mosaic by the AIS team. Specific attention to AP course GPA will be in the next AIS meeting.

6. Data and Assessment coordinator provided a report to CEO office and US leadership on historical AP data. An AP Score data analysis will be provided to other stakeholders once complete.

7. The Upper School used the AP Potential f results and course selection form to inform decisions about courses to add.

**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SUBPRIORITY G – COLLEGE PREPAREDNESS / EAP</p> <p>1. Provide for a schedule of training for ELA faculty with a specific focus on the EAP.</p>	<p>1. Training for an SBAC Deep Dive on ELA data took place during the English Professional Learning Community (PLC)</p> <p>2. Provided for adoption of cross-curricular instructional strategies</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$6,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$6,000</p>

2. Provide for adoption of cross-curricular instructional strategies that will support students in the development of essential skills to perform proficiently on the EAP exam.

3. As part of regular formal and informal classroom observations, Directors and Content Leads monitor and check for fidelity to the use of commonly adopted instructional strategies targeted to supporting the development of their skills.

4. Scheduled annual presentation to parents, AIS Team, SSC, MWA Board, and CEO.

that will support students in the development of essential skills to perform proficiency on the EAP exam. Faculty was given an instructional strategies packet within Faculty Professional Development scheduled.

3. An observation schedule has been created for the year. Informal and formal observation notes are created by the Director of Curriculum and Instruction.

4. Presentations to parents, AIS team, SSC, MWA board and CEO are given throughout the year at Parent meetings, SSC meetings, AIS and board meetings.

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$12,000

1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$12,000

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and Services for this goal were generally implemented as planned with a few exceptions primary due to timeline for hiring and unanticipated needs for additional staff to support full implementation of specific action.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Milestones were met and stakeholder groups were updated. In the spring, we held our second EL Reclassification ceremony.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures and estimated actual expenditures are aligned.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The actual goal language and Action five will be updated in the 2019-20 LCAP language as it referenced to the CELDT. The CELDT is no longer used as the ELD proficiency test, therefore all future references to the CELDT have been removed from this goal and replaced with the ELPAC (English Language Proficiency Assessment for California). In addition, Action 2 of Goal 4 will also be updated as there are references to "API." Future references to API have been removed. Added verbiage to the LCAP acknowledging that MW has recognized that API has been suspended.

Under California Education Code 64001 and the Every Student Succeeds Act (ESSA) requires schools that receive federal funds through the ConApp to consolidate all school planning requirements into the School Plan for Student Achievement (SPSA). Effective January 1, 2019, under Education Code 52062(a) and 64001(a), both as amended by AB716, charter schools may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements. Provided that the combined plan is able to demonstrate that the legal requirements for each plan has been met. Beginning in the 2019-20 school year the Local Control and Accountability Plan will also serve as MWA's SPSA. As a result, all federal funding received through the ConApp has been added to the LCAP in order to meet federal requirements. Federal funding for Title III has been added to the "Budgeted Expenditures."

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 5

### GOAL 5: STUDENT ENGAGEMENT

Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

- ADA rates
- Attendance/chronic absentee rates
- 8th grade retention rates
- Upper School retention rates & dropout rates
- Upper School graduation rates

Actual

- SARB & SART Notification to parents. Parent mailings. Reward students for perfect attendance. Automated telephone message reminders.
- Associate Dean of Students will begin trainings to help support the Registrar's office.
- PMSC scope & sequence to support student social emotional development. Parent teacher conferences. MWA club proposal process. MWA Athletics department. NJHS to support student academic achievement. National History Day Competition. Field trips that are connected to academic standards.

## Expected

### 18-19

- Maintain an ADA of 96% or higher.
- Expand site-based SARB process to include additional community members to provide support to students struggling with attendance. This can include advisors, core-day teachers, or other staff members.
- Academically engage our Middle School students and support them social-emotionally to encourage 90% or higher annual retention rates, particularly the 8th grade retention rate at MWA and matriculation to the Upper School.
- Academically engage our Upper School students and support them social-emotionally to encourage 90% or higher annual retention rates and a 5% or less dropout rate.
- Academically engage our Upper School students and support them social-emotionally to encourage 90% or higher annual retention rates and a 95% or higher graduation rate.

### Baseline

- 95% ADA
- 95% or higher ADA; 10% or less in the SARB process
- 85% or more of 8th graders matriculate to the Upper School
- 90% or higher retention rates from 9th-12th grades; less than 7% drop out
- 90% or higher graduation rate for seniors

## Actual

- Saturday Academy. PMSC scope & sequence to support student social emotional development. Advisor family conferences. MWA club proposal process. MWA Athletics department. NHS to support student academic achievement. National History Day Competition. Study trips that are connected to academic standards.
- Saturday Academy. PMSC scope & sequence to support student social emotional development. Advisor family conferences. MWA club proposal process. MWA Athletics department. NHS to support student academic achievement. National History Day Competition. Study trips that are connected to academic standards.

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SUBPRIORITY A – STUDENT ATTENDANCE RATES</p> <ol style="list-style-type: none"> <li>1. Create student celebration recognition opportunities to recognize student and parent excellent attendance. Establish criteria for this.</li> <li>2. Present attendance data to parents, students, SSC, MWA Board, and CEO.</li> <li>3. Continue to conduct student exit interviews and collect data on student transfers.</li> </ol>	<p>Students are rewarded for perfect attendance and a PA announcement to recognize attendance goals is made and other incentives are given and communicated to the school.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$55,000</p>	

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SUBPRIORITY B – STUDENT ABSENTEEISM RATES</p> <ol style="list-style-type: none"> <li>1. Develop mechanisms to acknowledge student and parent improvement.</li> <li>2. Present SARB data to parents, AIS Team, SSC, MWA Board, and CEO.</li> </ol>	<p>Attendance continues to be an area of focus for Upper School, with an average daily attendance rate between 95 and 98%. The Upper School has implemented a site-based SARB process with professional development support from the Contra Costa County Office of Education (CCOE). The Upper School's SARB process is directly informed by best practices as outlined by the CCOE, and is</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$30,000</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$17,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$30,000</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$17,000</p>

run in collaboration by the Upper School Deans of Students, Social Worker, and Registrar's Office. Trainings on attendance and the SARB process are provided to faculty and staff at least twice a year in order to support multiple means of communication regarding attendance protocols directly to students and families.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES</b></p> <p>1. Collect annual MWA retention data &amp; Middle School transfer requests.</p> <p>2. Identify common reasons students request transfers or are expelled.</p> <p>3. Present data to AIS Team, SSC, MWA Board, and CEO.</p>	<p>1. Throughout the school year the Registrar collects retention data &amp; middle school transfer requests.</p> <p>2. Division Directors and CEO have been working closed with the B/AASAI consultant. Division Directors also worked closely with the SPED Coordinator.</p> <p>3. Discipline data, culture &amp; climate trends data, restorative practices data, attendance progress towards goals, and board approved initiatives (cultural competency &amp; social emotional learning programs) are presented to the AIS Team, SSC, MWA board and CEO throughout the school year.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$50,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$50,000</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES</b></p>	<p>1. Students are engaged in college and career readiness through the Advisory system along with the</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$27,930</p>	<p>1000-1999: Certificated Personnel Salaries LCFF</p>

1. Create a plan and schedule to engage students in college and career readiness through the Advisory system along with the development and use of individual "College and Career Readiness Plans" to track progress towards graduation or Certificates of Completion.

2. Track GPA data of "students of concern" (students with less and a 2.5 GPA) and/or students failing two or more classes to discuss strategies to address effectively support students staying on track to earn their high school diploma.

3. Engage a group of administrators, faculty, and staff to discuss graduation rate data annually and propose interventions and refinements to the program to further increase graduation rates.

4. Promote, publicize, and recognize students who make improvements in their grades from failing to passing and increase their GPA's from below 2.5 to higher than 2.5.

5. Present high school graduation rate data to the AIS, SSC, MWA Board, and CEO annually to discuss successes, challenges, and possible solutions.

development and use of individual "College and Career Readiness Plans" to track progress towards graduation or Certificates of Completion. This can be seen on "Progress to Graduation" tables given to students upon request.

2. The GPA data of "students of concern" is tracked and analyzed within US leadership meetings and review of the "Outstanding Credit Recovery" report. Advance notice of grade level retention is also given.

3. Administrators, faculty and staff engage in discussion around graduation rate data annually and propose interventions and refinements to the program to further increase graduation rates at the CLB meetings for Graduation Rate and the CLB meeting for Semester 1 Credit Standing.

4. Grade Level Leads will fulfill this goal by end of year.

5. High School graduation data was presented to the MWA board in the fall of 2018. Formal presentations to the other stakeholder groups will occur by end of year.

Supplemental and Concentration  
\$27,930

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES</b></p> <p>1.Create a plan and schedule to engage students in college and career readiness through the Advisory system along with the development and use of individual “College and Career Readiness plans” to track progress towards graduation or Certificates of Completion.</p> <p>2.Track GPA data of “students of concern” (students with less and a 2.5 GPA) and/or students failing more than two or more classes to discuss strategies to address effectively support students staying on track to earn their high school diploma.</p> <p>3.Engage a group of administrators, faculty, and staff to discuss graduation rate data annually and propose interventions and refinements to the program to further increase graduation rates.</p> <p>4.Promote, publicize, and recognize students who make improvements in their grades from failing to passing and increase their GPA's from below 2.5 to higher then 2.5.</p> <p>5.Present high school graduation rate data to the AIS, SSC, MWA</p>	<p>1. Individual graduation path plans for MWA Upper School students, also known as "Progress to Graduation Tables" are available to each student upon request.</p> <p>2. The GPA data of "students of concern" is tracked and analyzed within US leadership meetings and review of the "Outstanding Credit Recovery" report. Advance notice of grade level retention is also given.</p> <p>3. Administrators, faculty and staff engage in discussion around graduation rate data annually and propose interventions and refinements to the program to further increase graduation rates at the CLB meetings for Graduation Rate and the CLB meeting for Semester 1 Credit Standing.</p> <p>4. Grade Level Leads will fulfill this goal by end of year.</p> <p>5. Presentations to parents, AIS team, SSC, MWA board and CEO are given throughout the year at Parent meetings, SSC meetings, AIS and board meetings on graduation rate data.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$35,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$35,000</p>

Board, and CEO annually to discuss successes, challenges, and possible solutions.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and Services for this goal were generally implemented as planned with a few exceptions primary due to timeline for hiring and unanticipated needs for additional staff to support full implementation of specific action.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Attendance continues to be an area of focus for MWA. Training on attendance and the SARB process were provided to faculty and staff at least twice a year in order to support multiple means of communication regarding attendance protocols directly to students and families. In addition, MWA hired an additional assistant to the registrar to account for the growth in enrollment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted and estimated actual expenditures are in alignment.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes have been documented at this time.

# Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 6

School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

- Social Worker Services Dashboard
- Student Management Data (Dean of Students)
- Professional Development calendar, meeting notes and surveys

Actual

- Restorative Practices Professional Development for MWA staff. PMSC lessons and staff trainings. BAASAI professional development for MWA staff. Student culture and climate surveys. Support Notice Talk Act protocol. Grade level assemblies
- Parent school climate survey. Student culture and climate survey. Life Dream Strength Assessment.

Expected

Actual

18-19

- Implement a number of social-emotional, Advisory, and classroom based strategies, and faculty/staff trainings that can contribute to possibly curtailing and limiting the number of suspensions.
- Implement a number of social-emotional, Advisory, and classroom based strategies, and faculty/staff trainings that can contribute to possibly curtailing and limiting the number of expulsions.
- Measure student and parent responses with respect to safety and connectedness with a goal of 80% or more of our students and parents feeling that MWA is safe, that they feel a strong connection to the mission, and that they feel seen and heard.

Baseline

- 70% or more of the plan is implemented as measured in the Social Worker Dashboard
- 70% or more of the training and support plan is implemented as indicated by the Social Worker Dashboard
- 75% or more of students and parents indicate through the survey that MWA is safe, there is connection to the mission, and they feel seen and heard

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SUBPRIORITY A – PUPIL SUSPENSION RATES</p> <p>1. Provide clear and consistent messaging on the Student Management System and Parent-Student Handbook.</p>	<p>1. Clear and consistent messaging on the Student Management System and Parent-Student Handbook have been communicated through the hosting and facilitation of a "School Discipline Trends" workshops,</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$18,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$18,000</p>

2. Implement the restorative justice practices and social-emotional framework practices with fidelity.

3. Provide for off-site and site-based professional development for Deans, staff, and other administrators to continue to refine their knowledge of discipline management techniques and social-emotional development.

revised edits to the student & parent handbook and annual review of behavioral expectations protocols and processes.

2. Restorative justice practices have been implemented through conversations and meetings with students and families, conflict mediation with families, professional development training for staff and faculty. Social-emotional training is ongoing.

3. A professional development calendar to provide Deans, staff and other administrators to continue to refine their knowledge of discipline management techniques and social-emotional development was created in the summer of 2018 for the 2018-19 school year. Such calendar has been implemented throughout the school year.

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SUBPRIORITY B – PUPIL EXPULSION RATES</p> <p>1. Provide consistent Student Management System &amp; Parent-Student Handbook messaging.</p> <p>2. Implement the restorative justice practices and social-emotional framework practices with fidelity.</p> <p>3. Provide for a school Social Worker to help students and</p>	<p>1. Through parent and student workshops and meetings consistent messaging around the Student Management System &amp; Parent-Student Handbook. Such messaging is done by the Deans and is conducted throughout the school year.</p> <p>2. Deans track the completion of restorative conferences and restorative actions within the student management system. A plan and process to implement</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$60,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$60,000</p>
		<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$34,604</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$34,604</p>

families connect with site-based and off-site service providers to seek targeted support.

4. Provide for ongoing training of the MWA Social Worker to be able to help address more severe student issues.

5. Provide for off-site and site-based professional development for Deans, staff, and other administrators to continue to refine their knowledge of discipline management techniques and social-emotional development.

such restorative practices with fidelity has been developed and is implemented throughout the school year.

3. Introduced MS/US social worker during parent meetings and workshops. US social worker

4. Provide administrator support for MS SW. Review established processes and protocols

5. PMSC consultant working directly with deans, staff and other administrators to undergo training around the social-emotional development.

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)</p> <p>1. Conduct semi-annual surveys of students and parents to gauge their sense of safety, mission alignment, and connectedness within the community. A comprehensive school climate survey will be administered to students and parents biennially.</p> <p>2. Create a committee representing cross sections of the administration, faculty, staff, parents, and students to review the data and make recommendations.</p>	<p>1. Parent and student culture and climate surveys. US to conduct annual survey with students and families. In addition the Data and Assessment Coordinator will be facilitating the CA Healthy Kids survey.</p> <p>2. During the 2018-19 school year, MWA transitioned out of their old buildings into new space located on campus. Currently MWA is working with a Safety plan consultant to develop a comprehensive safety plan that will be in place by the commencement of the 2019-20 school year.</p> <p>3. Findings are presented to the Board, CEO, parents and SSC.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$60,000</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$95,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000</p>	

<p>3. Present findings to the Parents, SSC, MWA Board, and CEO.</p> <p>4. Share discipline (Deans) and social-emotional well-being data (Social Worker) quarterly with MWA staff. Utilize socio-emotional data (Social Worker) during professional development with staff members to implement change, and serve as foundation for instructional practices and the learning environment.</p> <p>5. Look at creating a plan for more opportunities to look for cross-grade community building.</p> <p>6. Look to create 1-2 parent socialization activities per year.</p>	<p>4. Reviewed student survey data with MS faculty. Shared data trends and Life Dream Strength Assessment with US students, Staff, and families.</p> <p>5. Community building activities where students competed against one another across grade levels</p> <p>6. BAASAI dinner, 8th grade graduation planning committee, coffee talks, Parent Meetings</p>
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## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and Services for this goal were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Middle School and Upper School Deans of Students follow social-emotional coaching protocols when working with students in the disciplinary process to increase self-awareness around behavior management and possible future consequences. Middle School and Upper School Deans reference and refer to the Parent-Student Handbook as a protocol when interacting with students and families involved in the disciplinary process. Middle and Upper School Deans facilitate parent education workshops on California Education Code, Restorative Justice, and social-emotional development. Middle School and Upper School Deans also facilitate meetings with

students by wave at least twice a year, where topics regarding the Student-Parent handbook, Restorative Justice, and Social Emotional development are discussed. The Deans of Students, Social Worker, faculty, staff and administrators continue to participate in professional development opportunities related to Restorative Justice, Social-Emotional development, and cultural competency to further develop and refine school practices.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no noted differences between the budgeted expenditures and the actual estimated expenditures at this time.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Under California Education Code 64001 and the Every Student Succeeds Act (ESSA) requires schools that receive federal funds through the ConApp to consolidate all school planning requirements into the School Plan for Student Achievement (SPSA). Effective January 1, 2019, under Education Code 52062(a) and 64001(a), both as amended by AB716, charter schools may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements. Provided that the combined plan is able to demonstrate that the legal requirements for each plan has been met. Beginning in the 2019-20 school year the Local Control and Accountability Plan will also serve as MWA's SPSA. As a result, all federal funding received through the ConApp has been added to the LCAP in order to meet federal requirements. Federal funding for Title IV has been added to the "Budgeted Expenditures."

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 7

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 5-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

- Course schedule scorecard

### 18-19

•100% of students are enrolled in courses at the Middle School that meet the state criteria for “course access” and a the Upper School (high school) that meet and/or exceed MWA graduation requirements (consistent with UC/CSU required entrance requirements) through offering a viable but varied set of differentiated courses.

Actual

During the 2018-19 school year 100% of students are enrolled in courses at the Middle School that meet the state criteria for “course access” and a the Upper School (high school) that meet and/or exceed MWA graduation requirements (consistent with UC/CSU required entrance requirements) through offering a viable but varied set of differentiated courses.

Expected

Actual

**Baseline**

- Ensure that students are enrolled in courses that area aligned with MWA graduation requirements

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Plan for and ensure the daily schedule is “guaranteed and viable”.</p> <p>2. Continue to refine and develop offerings in the MS and the course catalogue in the Upper School.</p> <p>3. Ensure course offerings and daily schedule reflect options for specialized support and allow for EL, IEP, Intervention, and GATE support.</p> <p>4. Annually “audit” the course schedule to assess its viability and to make proposals for new courses to be added or taken away as a result of analysis.</p> <p>5. Insure students have access, programming, and targeted academic support.</p> <p>6. Explore ways to offer more language course options at the Upper School.</p>	<p>1. The annual schedule is reviewed to ensure the daily schedule is “guaranteed and viable”.</p> <p>2. MWA continues to refine and develop offerings in the MS and the course catalogue in the Upper School through Curriculum Board Committee Meeting updates.</p> <p>3. MWA ensures course offerings and daily schedule reflect options for specialized support and allow for EL, IEP, Intervention, and GATE support at the beginning of the school year.</p> <p>4. At the end of March, an annual audit of the course schedule is assessed for its viability and to make proposals for new course options at the end of the upper school.</p> <p>5. During the summer of 2018 MWA ensured that students would have access, programming, and targeted academic support.</p> <p>6. A proposal to offer French 1 and German 1 was made.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$160,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$17,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$160,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$17,000</p>

7. Develop a plan for expanding performing arts options and courses.

8. Gauge interest and explore a plan to expand world language options and courses.

7. Plans for expanding performing arts options and courses has been built into MWA's overall expansion plan.

8. Gauging the interest and the exploration of expanding the world language options has been included in the overall expansion plan.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and Services for this goal were generally implemented as planned with a few exceptions primary due to timeline for hiring and unanticipated needs for additional staff to support full implementation of specific action.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

100% of students are enrolled in courses at the Middle School that meet the state criteria for "course access" and a the Upper School (high school) that meet and/or exceed MWA graduation requirements (consistent with UC/CSU required entrance requirements) through offering a viable but varied set of differentiated courses.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no noted material differences between budgeted expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Under California Education Code 64001 and the Every Student Succeeds Act (ESSA) requires schools that receive federal funds through the ConApp to consolidate all school planning requirements into the School Plan for Student Achievement (SPSA). Effective January 1, 2019, under Education Code 52062(a) and 64001(a), both as amended by AB716, charter schools may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements. Provided that the combined plan is able to demonstrate that the legal requirements for each plan has been met. Beginning in the 2019-20 school year the Local Control and Accountability Plan will also serve as MWA's SPSA. As a result, all federal funding received through the ConApp has been added to the LCAP in order to meet federal requirements. Federal funding for Title I, Part A has been added to the "Budgeted Expenditures."

# Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 8

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

- CAASPP scores for English and GPAs for English
- CAASPP scores for Math and GPAs for Math
- CAASPP scores for Science and GPAs for Science
- CAASPP scores for Social Science and GPAs for Social Science
- Data Walls in the school
- Health and Wellness grades and Physical Fitness Test scores
- Foreign Language grades and course completion
- Course Schedule

Actual

State testing was conducted for all grades currently served by MWA. Actual test results will not be made available to the school until the summer of 2019.

- 80% or more of students will "Meet" or "Exceed" the standard on the new CA standardized tests (CAASPP) for English and the overall GPA average by grade level for students in English is 2.7.
- 80% or more of students will "Meet" or "Exceed" the standard on the new CA standardized tests (CAASPP) for Math and the overall GPA average by grade level for students in Math is 2.7.
- 80% or more of students will "Meet" or "Exceed" the standard on the CA standardized tests for Social Science in 8th and in the content specific courses in high school; the overall GPA average by grade level for students in Social Science is 2.5.
- 80% or more of students will "Meet" or "Exceed" the standard on the CA standardized tests for Science in 5th, 8th, and 10th grades and in the content specific courses in high school; the overall GPA average by grade level for students in Science is 2.5.

## 18-19

- 80% or more of students will “Meet” or “Exceed” the standard on the new CA standardized tests (CAASPP) for English and the overall GPA average by grade level for students in English is 2.7.
- 80% or more of students will “Meet” or “Exceed” the standard on the new CA standardized tests (CAASPP) for Math and the overall GPA average by grade level for students in Math is 2.7.
- 80% or more of students will “Meet” or “Exceed” the standard on the CA standardized tests for Social Science in 8th and in the content specific courses in high school; the overall GPA average by grade level for students in Social Science is 2.5.
- 80% or more of students will “Meet” or “Exceed” the standard on the CA standardized tests for Science in 5th, 8th, and 10th grades and in the content specific courses in high school; the overall GPA average by grade level for students in Science is 2.5.
- 100% of students will take Visual Art courses in both the Middle School and Upper School; every student will meet criteria for their work to be shown or displayed within the classroom or in public spaces such as the hallways or office.
- Students will meet various goals for physical education through their Health and Wellness courses in both the Middle School and Upper School such as: 100% of students will enroll in and pass their required Health and Wellness course; 95% or more will take their grade level respective Physical Fitness Test; 90% or more of students will pass their corresponding CA Physical Fitness Exam.
- 100% of students will meet the Health course requirement for 5th and 6th grades and earn a grade-level wide 2.5 or higher GPA in the course.
- 100% of students will meet at least the 2-year required course completion necessary to meet California “A-G” course requirements for Foreign Languages with a course GPA of 2.5 or higher.

- 100% of students will take Visual Art courses in both the Middle School and Upper School; every student will meet criteria for their work to be shown or displayed within the classroom or in public spaces such as the hallways or office.
- Students will meet various goals for physical education through their Health and Wellness courses in both the Middle School and Upper School such as: 100% of students will enroll in and pass their required Health and Wellness course; 95% or more will take their grade level respective Physical Fitness Test; 90% or more of students will pass their corresponding CA Physical Fitness Exam.
- 100% of students will meet the Health course requirement for 5th and 6th grades and earn a grade-level wide 2.5 or higher GPA in the course.
- 100% of students will meet at least the 2-year required course completion necessary to meet California “A-G” course requirements for Foreign Languages with a course GPA of 2.5 or higher.
- Develop and adopt a plan for expanding Career Technical Education (CTE) opportunities with 100% of students having options to take courses aligned to CTE standards.

## Expected

- Develop and adopt a plan for expanding Career Technical Education (CTE) opportunities with 100% of students having options to take courses aligned to CTE standards.

### Baseline

- ENGLISH: 50% for the Middle School and 70% for the Upper School pass the SBAC and have GPAs above 2.7.
- MATH: 25% for the Middle School and 40% for the Upper School pass the SBAC and have GPAs above 2.7.
- SCIENCE: 50% for the Middle School and 70% for the Upper School pass the SBAC and have GPAs above 2.5.
- SOCIAL SCIENCE: 50% for the Middle School and 70% for the Upper School pass the SBAC and have GPAs above 2.5.
- PHYSICAL FITNESS: 70% or more will pass the annual Physical Fitness Test and have GPAs above 2.5.
- 80% of Upper School students will take and pass foreign language classes needed for a-g and have GPAs above 2.5.
- 10% or more will be enrolled in CTE designated courses

## Actual

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SUBPRIORITY A – ENGLISH, MATHEMATICS, SOCIAL SCIENCES, SCIENCE, VISUAL AND PERFORMING ARTS, PHYSICAL EDUCATION, HEALTH, AND FOREIGN LANGUAGES</p> <p>1.Ensure faculty, parents, and students know the goal.</p>	<p>1. Shared out at parent meetings and faculty professional development.</p> <p>2. Data walls were put into motion this year, however during the move times, this service was not made available,</p> <p>3. Quarterly data is analyzed at every Academic Intervention Services (AIS) meeting held throughout the year.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$74,590</p>	<p>0001-0999: Unrestricted: Locally Defined LCFF Supplemental and Concentration \$74,590</p>

2. Post mid-quarter and quarterly data in designated locations in the Middle School and Upper School hallways, offices, and classrooms.

3. Continue to run initial analysis of quarterly data through the AIS Team.

4. Divisional meetings among Content Leads and the Middle School and Upper School Directors to discuss common strategies and outcomes for student growth.

5. Content Leads report out to their respective division faculty groups and to the division Director (Upper or Middle School).

6. Develop schoolwide health and wellness goals.

4. Middle school meetings happen every month

5. Content leads report to either the upper-school or middle school DCI.

6. School-wide health and wellness goals are developed on a monthly basis.

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SUBPRIORITY B – CTE (GRADES 7-12 ONLY)</p> <p>1. Develop a plan to research, identify, and adopt CTE options that include a variety of approaches: AP courses, online courses &amp; concurrent enrollment.</p> <p>2. Insure CTE goals are known by the faculty, students, and parents.</p>	<p>1. The DCIs for both the middle and upper school have developed a plan to research, identify, and adopt CTE options that include a variety of approaches: AP courses, online courses &amp; concurrent enrollment.</p> <p>2. CTR goals are communicated to the faculty, staff and parents at the beginning of the school year.</p> <p>3. CTE options and data were shared with the community annually in a report.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$30,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$30,000</p>

3.CTE options and data are shared with the community annually in a report.



## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and Services for this goal were generally implemented as planned with a few exceptions primary due to timeline for hiring and unanticipated needs for additional staff to support full implementation of specific action.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between budget and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are noted changes made to this goal.

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Stakeholders were provided opportunities for engagement in the review and analysis process through a series of the following activities:

The MWA School Site Council (SSC) is the representative stakeholder group charged with engaging in the LCAP development process through a series of workshops, trainings as well as through a regular process of review. As part of our WASC accreditation work, we began to engage the School Site Council in playing a more active role in reviewing and giving input on school wide policies, practices, and in the analysis of data. The Making Waves Academy SSC has been the primary vehicle for providing for authentic stakeholder engagement and feedback regarding both the LCAP and the SPSA. The SSC follows the state regulation on the number of parents, students, and faculty/staff should be represented. During the 2018-19 school year MWA has experienced an increase in public attendance at the school site council meetings scheduled throughout the year.

In October 2018 - The SSC and ELAC received formal training on the roles and responsibility of the School Site Council, the SPSA and LCAP process. Such training incorporated current legislation updates around AB716 and the integration of the SPSA and LCAP for applicable LEAs.

November 2018 - The SSC received formal training on the WASC cycle and how such will be incorporated into the LCAP process beginning summer of 2019. In addition the SSC hosted the textbook public hearing. At this meeting parents, students and teachers were able to ask detailed questions around the textbooks and curriculum set forth in MWA's education program.

December 2018 - The SCC was reminded of their role around monitoring and evaluating the SPSA and in the following year, the LCAP. Each SSC member reviewed the components of the evaluation process and was able to ask questions of clarity.

March 2019 - The SSC hosted the LCAP Stakeholder Feedback Session. During this time, over 50 attendees were given an overview of the LCAP process, what the LCAP is and the importance and impact of stakeholder feedback. Led by our Director of Compliance, teachers, students and parents participating in the evaluation of the current years goals, and the effectiveness of goals. The second half of the session, the stakeholders were presented the goals that were agreed upon during the 2017-17 school year and was able to provide anonymous feedback around those goals through the participation in the activity "Start, Stop and Continue." Within this activity, stakeholders (students, parents, teachers) were able to give their feedback on what they would like for MWA to start, stop or

continue doing. Such activity yielded tremendous amount of helpful feedback, which was immediately presented to the MWA governing board and administrators prior to the completion of the budget process in May.

April 2019 - The SSC was given an updated draft the LCAP Annual Update and expenditures to assist with the evaluation process. Members of the public were also included within this process and were able to review the Stakeholder feedback collected during the LCAP stakeholder feedback session. Such feedback provided in both the March and April meetings will also be incorporated into the WASC Self-Study process as the new goals are developed for 2020-2023.

May 2019 - The SSC and public stakeholders received a presentation on intervention services offered to all students throughout the year from both the Middle and Upper schools.

In addition to the School Site Council parent stakeholders were able to provide feedback on the current education program through the ELAC and numerous parent meetings held at different times (Saturdays, mornings and after school) allowing for additional feedback opportunities.

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Stakeholders both informed and offered feedback on the LCAP and by extension, the SPSA. At the scheduled monthly meeting, there were presentations that provided the stakeholders with an overview of the LCAP funded programs. This was very informative for the stakeholders; it also afforded them time to ask questions regarding implementation, outcomes, and challenges. Also, at the monthly meetings, the management team was able to provide on-going LCAP progress against goals updates.

LCAP data metrics and school focus were summarized and presented to the stakeholder group, and as feedback from the group was analyzed, common themes began to emerge. This community input informed the refinement of our goals as aligned to the 8 California LCAP Priorities. The key elements of the first draft of this Plan were shared in an SSC meeting and additional feedback was used to further develop and refine the recommended goals, actions and services described in this Local Control Accountability Plan. With the guidance of the stakeholders, the impact on the current LCAP is as follows: The Stakeholder group (SSC) wants to see:

1. More opportunities for parents to participate by translating more documents into Spanish
2. The removal of references to API and CELDT

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 1

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

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

### Identified Need:

Implementing a process for hiring and assigning highly qualified teachers, as well as the maintenance of facilities were identified as high needs.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <li>Annual Credential review schedule adhered to</li> <li>State Adoption Checklist &amp; Scorecard for Instructional Materials</li> <li>Facilities/Maintenance</li> </ul>	<ul style="list-style-type: none"> <li>70% of the schedule adhered to</li> <li>90% of the materials meet criteria</li> <li>100% of scorecard completed &amp; 80% or more of facilities scorecard</li> </ul>	<ul style="list-style-type: none"> <li>Refine the plan for checking teacher credentialing during the recruitment and selection process as well as develop an annual credential review schedule.</li> </ul>	<ul style="list-style-type: none"> <li>Refine and follow with fidelity the plan for checking for proper teacher credentialing during the recruitment and selection process as well as developing an annual credential</li> </ul>	<ul style="list-style-type: none"> <li>Follow with fidelity the Teacher Credentialing Review Plan and begin to develop an alternative credentialing pathway for new teachers to get their credential.</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Checklist & Scorecard	indicate "Fair" Conditions	<ul style="list-style-type: none"> <li>• Ensure materials for core classes are on the State Adopted List and meet the criteria for state approved materials.</li> <li>• Ensure facilities meet safety and maintenance criteria set forth by federal, state, and local regulations.</li> </ul>	<p>review schedule.</p> <ul style="list-style-type: none"> <li>• Ensure materials for core classes are on the State Adopted List and meet the criteria for state approved materials.</li> <li>• Ensure facilities meet safety and maintenance criteria set forth by federal, state, and local regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the Curriculum Review and Adoption Plan to ensure curriculum meets state criteria. .</li> <li>• Follow the Facilities Review Plan to ensure campus safety and maintenance meets federal, state, and local regulations.</li> </ul>

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services****SUBPRIORITY A – TEACHERS**

1. Provide more resources to support teachers in obtaining their teacher credential and/or keeping credentials current.
2. Provide explicit support for teacher interns and teacher residents to earn their credential.
3. During the recruitment and selection process, ensure evidence of credential is provided and up to date.
4. Share updated credential information with our authorizer annually in October.
5. Follow the process for annual review of faculty files and credentialing information.

**2018-19 Actions/Services****SUBPRIORITY A – TEACHERS**

1. Provide more resources to support teachers to get their teacher credential and/or keep them current.
2. Provide for explicit support for teacher interns and teacher residents to earn their credential.
3. During the recruitment and selection process insure evidence of credentials of candidates occurs.
4. Share updated information with our authorizer annually in October.
5. Follow the process for annual review of faculty files and credentialing information.

**2019-20 Actions/Services**

1. Provide more resources to support teachers to get their teacher credential and/or keep them current.
2. Provide for explicit support for teacher interns and teacher residents to earn their credential.
3. During the recruitment and selection process insure evidence of credentials of candidates occurs.
4. Share updated information with our authorizer annually in October.
5. Follow the process for annual review of faculty files and credentialing information.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$25,000	\$25,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$20,000	\$25,000	\$25,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount			\$46,392
Source			Title II
Budget Reference			1000-1999: Certificated Personnel Salaries

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

**SUBPRIORITY B – INSTRUCTIONAL MATERIALS**

A. Distribute the State Adopted List of textbooks annually in January to the Division Directors and Content Leads for review.

B. Provide Division Directors and Content Leads the budget cycle schedule and establish a deadline in relation to the budget cycle for submission of requests for new instructional materials.

C. Allow for budget review and approval process to include MWA Board review that instructional materials proposed are compliant with state adoption criteria.

D. Follow a similar process for the review and adoption new state curriculum for science and history materials and textbooks.

2018-19 Actions/Services

**SUBPRIORITY B – INSTRUCTIONAL MATERIALS**

1. Follow the Annual Curriculum Review & Adoption Plan:
2. Research alternative ways to make curricular resources available to students using a variety of materials and platforms (e.g. hard copy, electronically, and online), take input from stakeholder groups and the School Site Council, and create a DRAFT for review by June 2019.
3. Follow a process for the review and adoption new state curriculum for science and history materials and textbooks.

2019-20 Actions/Services

1. Follow the Annual Curriculum Review & Adoption Plan:
2. Research alternative ways to make curricular resources available to students using a variety of materials and platforms (e.g. hard copy, electronically, and online), take input from stakeholder groups and the School Site Council, and create a DRAFT for review by June 2020.
3. Follow a process for the review and adoption new state curriculum for science and history materials and textbooks.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$75,000	\$75,000	\$75,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$60,000	\$65,000	\$65,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

**SUBPRIORITY C – FACILITIES**

- A. Schedule for routine maintenance of key structural, equipment, appliance, and operational elements of the facility.
- B. Schedule regular inspections of key structural, equipment, appliance, and operational elements of the facility.
- C. Schedule ongoing training or professional development appropriate for the upkeep, maintenance, and inspection of structural, equipment, appliance, and operational elements of the facility.
- D. Schedule of an annual, biannual or triennial inventory process for the facilities,

2018-19 Actions/Services

**SUBPRIORITY C – FACILITIES**

- A. Schedule for routine maintenance of key structural, equipment, appliance, and operational elements of the facility.
- B. Schedule for regularly scheduled inspections of key structural, equipment, appliance, and operational elements of the facility.
- C. Schedule of any ongoing training or PD appropriate for the upkeep, maintenance, and inspection of structural, equipment, appliance, and operational elements of the facility.
- D. Schedule of an (annual, bi-annual, or tri-annual) inventory process re: the

2019-20 Actions/Services

1. Follow the Facilities Review Plan addressing routine maintenance of key structural, equipment, appliance, and operational elements of the facility.
2. Post the schedule for scheduled inspections of key structural, equipment, appliance, and operational elements of the facility in a public space in the office and/or have copies of it in the office on file for review.
3. Schedule training and professional development of key staff to help support the execution of the plan.

equipment, or appliances integral to the facility.

facilities, equipment, or appliances integral to the facility.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$21,500	\$21,500	\$21,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$15,000	\$15,000	\$15,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$100,000	\$128,500	\$178,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 2

Implementation of Common Core State Standards, including how English Learner students will be enabled to gain academic content knowledge and English language proficiency

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

### Identified Need:

A transition plan from the California State standards to the Common Core State Standards as well as a coordinator to ensure a seamless trajectory for identified English Language Learners has been identified as a high need.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <li>• ELD training</li> <li>• EL Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Money allotted in the budget is utilized for state purposes for equipment, materials, and training</li> <li>• 80% or more of the Professional Development plan is implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an implementation plan that includes state monies allotted to MWA in the areas of equipment, materials, and training.</li> <li>• Develop and implement a</li> </ul>	<ul style="list-style-type: none"> <li>• Implement an implementation plan that includes state monies allotted to MWA in the areas of equipment, materials, and training.</li> <li>• Implement a plan to allow</li> </ul>	<ul style="list-style-type: none"> <li>• Refine the implementation plan that includes state monies allotted to MWA in the areas of equipment, materials, and training.</li> <li>• Refine the implementation</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> <li>80% or more of the progress monitoring system for English Language Development is implemented</li> </ul>	<p>plan to allow for ongoing scheduled training and monitoring of core day and intervention faculty with respect to the use of instructional strategies that allow for our English Language Learner students to better access content knowledge, while also addressing any skills in need of development</p> <ul style="list-style-type: none"> <li>Develop a progress monitoring protocol for systematic and ongoing data generation and review of English Proficiency for English Learner students</li> </ul>	<p>for ongoing scheduled training and monitoring of core day and intervention faculty with respect to the use of instructional strategies that allow for our English Language Learner students to better access content knowledge, while also addressing any skills in need of development</p> <ul style="list-style-type: none"> <li>Implement a progress monitoring protocol for systematic and ongoing data generation and review of English Proficiency for English Learner students including</li> </ul>	<p>of the plan to train and monitor core day and intervention faculty with respect to the use of instructional strategies that allow for our English Language Learner students to better access content knowledge, while also addressing any skills in need of development</p> <ul style="list-style-type: none"> <li>Refine the progress monitoring protocol for systematic and ongoing data generation and review of English Proficiency for English Learner students including regular review</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		including regular review of progress in the English Language Proficiency Assessment	regular review of progress in the English Language Proficiency Assessment	of progress in the English Language Proficiency Assessment

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

SUBPRIORITY A – CCSS IMPLEMENTATION

2018-19 Actions/Services

SUBPRIORITY A – CCSS IMPLEMENTATION

2019-20 Actions/Services

1. Insure the plan addresses the following elements:

1.Ensure the plan addresses the following elements:

A. Implementation Plan with timelines, milestones, & who is responsible.

B. Plan for ongoing professional development of faculty and administration through site-based and off-site training.

C. Create a visiting committee to visit other schools.

D. Plan and schedule for formal and informal observations of teachers to assess level of fidelity and implementation of Common Core State Standards.

E. Implement a section of formal teacher observations and lesson planning documents that address teacher efficacy with implementation of Common Core State Standards.

2.Review Common Core State Standards elements as part of the annual Budget and LCAP process to ensure alignment with CCSS implementation plan goals.

3.Schedule semi-annual presentations to the MWA Board and larger community regarding results and data involving student performance .

1. Insure the plan addresses the following elements:

A. Implementation Plan with timelines, milestones, & who is responsible.

B. Plan for ongoing professional development of faculty and administration through site-based and off-site training.

C. Create a visiting committee to visit other schools.

D. Plan and schedule for formal and informal observations of teachers to assess level of fidelity and implementation of CCSS.

E. Section of formal teacher observations and lesson planning documents that address teacher efficacy with implementation of CCSS.

2. Review CCSS elements as part of the annual Budget and LCAP process to insure alignment with CCSS implementation plan goals.

3. Schedule semi-annual presentations to the MWA Board and larger community by way of updates on implementation and/or results – any data involving implementation data or student performance data, especially for Math performance.

A. Implementation Plan with timelines, milestones, & who is responsible.

B. Plan for ongoing professional development of faculty and administration through site-based and off-site training.

C. Create a visiting committee to visit other schools.

D. Plan and schedule for formal and informal observations of teachers to assess level of fidelity and implementation of CCSS.

E. Section of formal teacher observations and lesson planning documents that address teacher efficacy with implementation of CCSS.

2. Review CCSS elements as part of the annual Budget and LCAP process to insure alignment with CCSS implementation plan goals.

3. Schedule semi-annual presentations to the MWA Board and larger community by way of updates on implementation and/or results – any data involving implementation data or student performance data, especially for Math performance.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$20,000	\$35,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$20,000	\$20,000	\$30,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$20,000	\$20,000	\$20,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<p><b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>All</p>	<p><b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
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**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<p><b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)</p> <p>[Add Students to be Served selection here]</p>	<p><b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p>[Add Scope of Services selection here]</p>	<p><b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

**SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE**

1. Support the English Language Development coordinator in overseeing and managing this area school wide.
2. Develop a schedule for site-based and off-site training for the English Language Development Coordinator and faculty.
3. Develop a schedule for ongoing formal & informal evaluation and feedback.
4. Develop a teacher evaluation tool that addresses the use of adopted ELD best practice instructional strategies.
5. Share agreed upon best-practice ELD strategies through presentations to the MWA Board, CEO, and AIS group annually.

2018-19 Actions/Services

**SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE**

1. Hire an ELD coordinator to oversee and manage this area schoolwide.
2. Develop a schedule for site-based and off-site training for ELD Coordinator and faculty.
3. Develop a schedule for ongoing formal & informal evaluation and feedback.
4. Develop a teacher evaluation tool that addresses the use of adopted ELD best practice instructional strategies.
5. Share agreed upon best-practice ELD strategies through presentations to the MWA Board, CEO, and AIS group annually.
6. Meet the goals for the new EL Initiatives.

2019-20 Actions/Services

1. Hire an ELD coordinator to oversee and manage this area schoolwide.
2. Develop a schedule for site-based and off-site training for ELD Coordinator and faculty.
3. Develop a schedule for ongoing formal & informal evaluation and feedback.
4. Develop a teacher evaluation tool that addresses the use of adopted ELD best practice instructional strategies.
5. Share agreed upon best-practice ELD strategies through presentations to the MWA Board, CEO, and AIS group annually.
6. Meet the goals for the new EL Initiatives.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$80,000	\$100,000	\$100,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration

Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$2,000	\$2,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$38,000	\$28,000	\$28,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

### SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY

1. Schedule for English Language Proficiency Assessment Training of faculty and administrators and English Language Proficiency Assessment testing for students.
2. Development of a comprehensive English Language Proficiency project plan for EL students. The plan should include:
  - A. EL proficiency goals
  - B. Adopted school-wide and division-wide common best practice strategies to be implemented in all classrooms.
  - A. Identify milestones of the plan that are shared regularly with administration, faculty, and parents.
  - B. Reclassification targets for all students.
  - C. Growth targets for the group of EL students that take into account student GPAs, performance on benchmark assessments, and final grades.
  - D. Progress monitoring protocols for EL students and recently (within the last 3 years) reclassified students.
  - E. Schedule for presentations to the MWA Board and CEO two times per year CEO and the AIS group three times per year.
  - F. Plans aligned with meeting the goal of 100% EL reclassification by the end of 7th grade.
  - G. Targeted support for EL students in 6th-7th grades.
  - H. Meet the goals for the new EL Initiatives.

### SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY

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

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$15,000	\$15,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 3

Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Identified Need:

There is a high volume of parental involvement at the school, but the committee has identified a process for promoting diverse parent participation and parent participation at critical decision making forums as a high need.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <li>Parent survey data</li> <li>Parent Engagement Scorecard</li> </ul>	<ul style="list-style-type: none"> <li>Parent survey rating of "good" regarding parent education opportunities</li> <li>80% or more of parents acknowledge being aware of opportunities for involvement</li> </ul>	<ul style="list-style-type: none"> <li>Provide more opportunities, training, and support for meaningful, mission-aligned activities through parent education opportunities and staff support that results in a</li> </ul>	<ul style="list-style-type: none"> <li>Maintain and deepen the current level of parent involvement through intentional and mission-aligned opportunities for involvement.</li> <li>Develop and refine existing</li> </ul>	<ul style="list-style-type: none"> <li>Maintain and deepen the current level of parent involvement through intentional and mission-aligned opportunities for involvement.</li> <li>Continue to implement and</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> <li>70% or more parents participate in some way throughout the year</li> </ul>	<p>“good” to “excellent” level rating on an end-of-the year parent survey in May.</p> <ul style="list-style-type: none"> <li>Promote parent involvement on the School Site Council, English Language Advisory Committee, board of directors, and other relevant parent groups.</li> <li>Increase communication with parents via parent newsletters, electronic communications and automated telephone messages that result in achieving a measurable increase in the level of participation by June.</li> </ul>	<p>communication and promotion tools targeted to parents.</p>	<p>refine existing communication and promotion tools targeted toward parents.</p>

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

SUBPRIORITY A – ACHIEVING / MAINTAINING PARENTAL INVOLVEMENT

1. Hired a Parent/Guardian Engagement Coordinator.
2. Implement ways to link academic learning to family histories and culture.
3. Maintain current engagement in activities such as monthly parent meetings, individual parent-teacher

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

SUBPRIORITY A – ACHIEVING / MAINTAINING PARENTAL INVOLVEMENT

1. Maintain current engage activities such as monthly parent meetings, individual parent-teacher meetings, and workshops. Develop a peer support group meetings and a semi-annual review of the Volunteer Program.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

1. Maintain current engage activities such as monthly parent meetings, individual parent-teacher meetings, and workshops. Develop a peer support group meetings and a semi-annual review of the Volunteer Program.
2. Continue to publicize and share out SSC meeting updates and outcomes at parent meetings, in the Weekly Wave, and on the website.

meetings, and workshops. Develop a peer support group meetings and a semi-annual review of the Volunteer Program.

4. Schedule quarterly meetings with parent representatives to the Board and School Site Council to discuss successes and challenges of the school year and generate ideas for parent engagement activities.
5. Continue to publicize and share out SSC meeting updates and outcomes at parent meetings, in the Weekly Wave, and on the website.
6. Continue rotating key administrators to present to the SSC and share out data and progress in terms of overall successes and challenges.
7. Add more parent education opportunities.
8. Refine the system for marketing and engaging parents for the parent volunteer system.

2. Schedule quarterly meetings with parent reps to the Board and SSC along with the parent volunteer coordinator to discuss successes and challenges of the school year and discuss ideas for parent engagement activities.
3. Continue to publicize and share out SSC meeting updates and outcomes at parent meetings, in the Weekly Wave, and on the website.
4. Continue rotating key administrators to present to the SSC and share out data and progress in terms of overall successes and challenges.
5. Add more parent education opportunities.
6. Refine the system for marketing and engaging parents for the parent volunteer system.

3. Continue rotating key administrators to present to the SSC and share out data and progress in terms of overall successes and challenges.
4. Refine the system for marketing and engaging parents for the parent volunteer system.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$54,000	\$60,000	\$60,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

**SUBPRIORITY B – PROMOTING PARENT PARTICIPATION**

1. Establish and maintain automated PowerSchool updates to parents regarding attendance, discipline, and events, and provide support and training to parents/guardians around using the system.
2. Update and refine campus signage and promotion materials for parent meetings, School Site Council meetings, and events.
3. Maintain a publicly accessible parent information bulletin board as well as an online bulletin board on the school's website.

2018-19 Actions/Services

**SUBPRIORITY B – PROMOTING PARENT PARTICIPATION**

1. Update and refine campus signage and promotion materials for parent meetings, School Site Council meetings, and events.
2. Develop and refine a more comprehensive and robust online calendar of events to help parents access information. Look to add a "Parent Corner" on the website to make it easy for parents to access information aimed at them.
3. Schedule the Parent-Guardian Engagement Coordinator to make quarterly presentations and/or send out

2019-20 Actions/Services

**SUBPRIORITY B – PROMOTING PARENT PARTICIPATION**

1. Schedule the Parent-Guardian Engagement Coordinator to make quarterly presentations and/or send out parent volunteer reports to MWA parents & staff.
2. Parent-Guardian Engagement Coordinator sends out monthly updates to parents and staff.
3. Schedule the Parent-Guardian Engagement Coordinator to make semi-annual presentations to the SSC to

4. Develop and refine a more comprehensive and robust online calendar of events to help parents access information. Better utilize the parent portal on the school's website.

5. Promote parent participation for each grade level by presenting data by Wave. Potentially add parent "leads" by Wave to help promote parent participation.

6. Schedule the Parent/Guardian Engagement Coordinator to make quarterly presentations, send parent volunteer reports to MWA parents and staff.

7. Set goals for parent participation and celebrate achieving the goals publicly.

parent volunteer reports to MWA parents & staff.

4. Parent-Guardian Engagement Coordinator to send out monthly update emails to parents and staff.

5. Schedule the Parent-Guardian Engagement Coordinator to make semi-annual presentations to the SSC to discuss new ideas and to share successes and challenges.

Set goals for parent participation and celebrate achieving the goals publicly.

discuss new ideas and to share successes and challenges.

4. Continue celebrating goals for parent participation and achieving the goals publicly.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 4

Pupil achievement, as measured by all of the following, as applicable:

A. CA Assessment of Academic Progress and Performance (CAASPP) statewide assessment

B. The California School Dashboard

C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education

D. Percentage of ELs who make progress toward English language proficiency as measured by English Language Proficiency Assessment for California (ELPAC)

E. EL reclassification rate

F. Percentage of pupils who have passed an AP exam with a score of 3 or higher

G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Identified Need:

Maintaining compliance for all assessments and implementing plans for progress management of areas in which assessments and protocols are updated was identified as a need.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <li>• course completion scorecard</li> <li>• ELD proficiency scorecard</li> <li>• Reclassification scorecard</li> <li>• AP test scorecard</li> <li>• EAP scorecard</li> </ul>	<ul style="list-style-type: none"> <li>• 90% successful meet the requirements</li> <li>• 60% or more of EL students meeting or exceeding targets on the new ELPAC, SBAC, and English GPAs</li> <li>• 60% or more are reclassified by the end of the school year</li> <li>• 30% or more pass the AP exam</li> <li>• 50% or more meet the English and Math Benchmarks on the EAP.</li> </ul>	<ul style="list-style-type: none"> <li>• 90% or more of MWA students successfully complete requirements for UC/CSU and CTE courses, the equivalent of the MWA high school diploma track.</li> <li>• Set and meet annual growth targets for EL Proficiency as measured by increased scores on the ELPAC, the CAASPP, and English grades.</li> <li>• To reclassify the majority of ELs by the end of their 8th grade year and meet annual reclassification goals towards the larger re-classification goal.</li> <li>• 55% or more of students taking the AP Exam</li> </ul>	<ul style="list-style-type: none"> <li>• 95% or more of MWA students successfully complete requirements for UC/CSU and CTE courses, the equivalent of the MWA high school diploma track.</li> <li>• Set and meet annual growth targets for EL Proficiency as measured by increased scores on the ELPAC, CAASPP and ELA grades.</li> <li>• To reclassify the majority of ELs by the end of their 8th grade year and meet annual reclassification goals towards the larger re-classification goal.</li> <li>• 55% or more of students taking the AP Exam</li> </ul>	<ul style="list-style-type: none"> <li>• 95% or more of MWA students successfully complete requirements for UC/CSU and CTE courses, the equivalent of the MWA high school diploma track.</li> <li>• Set and meet annual growth targets for EL Proficiency as measured by increased scores on the ELPAC, CAASPP and ELA grades.</li> <li>• To reclassify the majority of ELs by the end of their 8th grade year and meet annual reclassification goals towards the larger re-classification goal.</li> <li>• 55% or more of students taking the AP Exam</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		pass them with scores of 3 or higher. <ul style="list-style-type: none"> <li>95% or more of students taking the Early Assessment Program (EAP) exam and 75% or more of students scoring at or above the passing mark for the English and Math portions of the exam.</li> </ul>	pass them with scores of 3 or higher. <ul style="list-style-type: none"> <li>95% or more of students taking the Early Assessment Program (EAP) exam and 75% or more of students scoring at or above the passing mark for the English and Math portions of the exam.</li> </ul>	pass them with scores of 3 or higher. <ul style="list-style-type: none"> <li>95% or more of students taking the Early Assessment Program (EAP) exam and 75% or more of students scoring at or above the passing mark for the English and Math portions of the exam.</li> </ul>

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

#### 2017-18 Actions/Services

##### SUBPRIORITY A – ELA / LITERACY AND MATHEMATICS

1. Present data, analysis, progress and challenges to the Academic Intervention Services Team (AIS) Team, the SSC, the MWA Board, and the CEO.
2. Continue to send faculty and administrators to off-site training and develop a schedule and frequency of ongoing training for the Common Core State Standards.
3. Set specific instructional strategies for the teaching of ELA and math. Set specific growth targets for student achievement in ELA and math.
4. Analyze and develop a plan for an ongoing and sustainable Accelerated Academy.
5. Provide increasingly intensive interventions for students that need extra support utilizing the RTI@Work (Response to Intervention) framework.

#### 2018-19 Actions/Services

##### SUBPRIORITY A – CA MAPP: ELA/LITERACY AND MATHEMATICS

1. Present data, analysis, progress and challenges to the Academic Intervention Services Team (AIS) Team, the SSC, the MWA Board, and the CEO.
2. Continue to send faculty and administrators to off-site training and develop a schedule and frequency of ongoing training for the CCSS.
3. Set specific instructional strategies for the teaching of ELA and math.
4. Set specific growth targets for student achievement in ELA and math.

#### 2019-20 Actions/Services

##### SUBPRIORITY A – CA MAPP: ELA/LITERACY AND MATHEMATICS

1. Present data, analysis, progress and challenges to the Academic Intervention Services Team (AIS) Team, the SSC, the MWA Board, and the CEO.
2. Continue to send faculty and administrators to off-site training and develop a schedule and frequency of ongoing training for the CCSS.
3. Set specific instructional strategies for the teaching of ELA and math.
4. Set specific growth targets for student achievement in ELA and math.

6. Provide core-day intervention services program.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$45,000	\$50,000	\$50,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<p><b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>All</p>	<p><b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
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**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<p><b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)</p> <p>[Add Students to be Served selection here]</p>	<p><b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p>[Add Scope of Services selection here]</p>	<p><b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
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## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

### SUBPRIORITY B

1. Provide training for faculty, parents, students, and staff on the revised components that comprise the new performance accountability criteria when they are published.
2. Develop a project plan that details how MWA will provide for and support elements of the API being accounted for in the school program.
3. When measured again, meet growth targets for EL subgroups in math and EL growth overall in order to successfully exit out of Program Improvement status.
4. Continue to develop progress monitoring tools and goals through the AIS Team.
5. Set a schedule to present to the MWA Board, SSC, parents, and CEO at least 2 times per year to report on progress, successes, challenges, and strategy.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

### SUBPRIORITY B

1. Provide training for faculty, parents, students, and staff on the revised components that comprise the new performance accountability criteria when they are published.
2. Develop a project plan that details how MWA will provide for and support elements of the performance accountability being accounted for in the school program.
3. When measured again, meet growth targets for EL subgroups in math and EL growth overall in order to successfully exit out of Program Improvement status.
4. Continue to develop progress monitoring tools and goals through the AIS Team.
5. Set a schedule to present to the MWA Board, SSC, parents, and CEO at least 2 times per year to report on progress, successes, challenges, and strategy.
6. Purchase and develop a comprehensive data management system to aggregate student achievement data and share it with stakeholders.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

1. Provide training for faculty, parents, students, and staff on the revised components that comprise the new state testing criteria when they are published.
2. Develop a project plan that details how MWA will provide for and support elements of the state testing results being accounted for in the school program.
3. When measured again, meet growth targets for EL subgroups in math and EL growth overall in order to successfully exit out of Program Improvement status.
4. Continue to develop progress monitoring tools and goals through the AIS Team.
5. Set a schedule to present to the MWA Board, SSC, parents, and CEO at least 2 times per year to report on progress, successes, challenges, and strategy.
6. Purchase and develop a comprehensive data management system to aggregate student achievement data and share it with stakeholders.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$10,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$32,000	\$45,000	\$45,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

**SUBPRIORITY C – UC / CSU COURSE REQUIREMENTS (OR CTE)**

1.Create individual graduation pathway plans for MWA Upper School students that track and monitor progress towards high school graduation and post-secondary plans.

2.Provide training for faculty re: Upper School graduation requirements and college admissions criteria for UCs and CSUs.

3.Provide for training to faculty, administration, staff, students, and parents for the meaning and rationale for CTE opportunities for students.

4.Provide for specific training and ongoing support of Upper School advisors in effectively executing and meeting their responsibilities.

5.Insure course schedule is “guaranteed and viable” allowing for adequate course access and availability for students in meeting the MWA high school graduation requirement in a timely way.

6.Plan for annual updates and reports to the school community, SSC, MWA Board, and CEO on the CTE opportunities for students at MWA.

7.Plan for annual updates to the MWA Board, SSC, Parents, and CEO on the

**SUBPRIORITY C – UC / CSU COURSE REQUIREMENTS (OR CTE)**

1.Create individual graduation pathway plans for MWA Upper School students that track and monitor progress towards high school graduation and post-secondary plans.

2.Provide training for faculty re: Upper School graduation requirements and college admissions criteria for UCs and CSUs.

3.Provide for training to faculty, administration, staff, students, and parents for the meaning and rationale for CTE opportunities for students.

4.Provide for specific training and ongoing support of Upper School advisors in effectively executing and meeting their responsibilities.

5.Insure course schedule is “guaranteed and viable” allowing for adequate course access and availability for students in meeting the MWA high school graduation requirement in a timely way.

6.Plan for annual updates and reports to the school community, SSC, MWA Board, and CEO on the CTE opportunities for students at MWA.

7.Plan for annual updates to the MWA Board, SSC, Parents, and CEO on the

**SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)**

1. Create individual graduation pathway plans for MWA Upper School students that track and monitor progress towards high school graduation and post-secondary plans.

2. Provide training for faculty re: Upper School graduation requirements and college admissions criteria for UCs and CSUs.

3. Provide for training to faculty, administration, staff, students, and parents for the meaning and rationale for CTE opportunities for students.

4. Provide for specific training and ongoing support of Upper School advisors in effectively executing and meeting their responsibilities.

5. Insure course schedule is “guaranteed and viable” allowing for adequate course access and availability for students in meeting the MWA high school graduation requirement in a timely way.

6. Plan for annual updates and reports to the school community, SSC, MWA Board, and CEO on the CTE opportunities for students at MWA.

7. Plan for annual updates to the MWA Board, SSC, Parents, and CEO on the

progress of meeting the goal along with successes, challenges, and strategy.

8. Insure new courses are UCOP approved.

progress of meeting the goal along with successes, challenges, and strategy.

8. Insure new courses are UCOP approved.

progress of meeting the goal along with successes, challenges, and strategy.

8. Insure new courses are UCOP approved.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$24,000	\$27,000	\$27,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**SUBPRIORITY D – EL PROFICIENCY RATES**

1. The EL Coordinator works with the Division Directors, ELA teachers, faculty, and interventionists on a plan that includes the adoption and fidelity monitoring of the use of commonly adopted instructional strategies that are aimed at increasing EL proficiency.
2. A schedule for progress and fidelity monitoring is created that includes frequency of classroom observations, data to be analyzed over the quarter.
3. The EL Coordinator presents scheduled updates to AIS Team, the SSC, MWA Board, and CEO.

**SUBPRIORITY D – EL PROFICIENCY RATES**

1. The EL Coordinator works with the Division Directors, ELA teachers, faculty, and interventionists on a plan that includes the adoption and fidelity monitoring of the use of commonly adopted instructional strategies that are aimed at increasing EL proficiency.
2. A schedule for progress and fidelity monitoring is created that includes frequency of classroom observations, data to be analyzed over the quarter.
3. The EL Coordinator presents scheduled updates to AIS Team, the SSC, MWA Board, and CEO.

**SUBPRIORITY D – EL PROFICIENCY RATES**

1. The EL Coordinator works with the Division Directors, ELA teachers, faculty, and interventionists on a plan that includes the adoption and fidelity monitoring of the use of commonly adopted instructional strategies that are aimed at increasing EL proficiency.
2. A schedule for progress and fidelity monitoring is created that includes frequency of classroom observations, data to be analyzed over the quarter.
3. The EL Coordinator presents scheduled updates to AIS Team, the SSC, MWA Board, and CEO.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$12,000	\$14,000	\$14,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount			\$9,376.50

Source			Title III
Budget Reference			1000-1999: Certificated Personnel Salaries

### Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

SUBPRIORITY E – EL RECLASSIFICATION RATES

1. Create a “guaranteed and viable” CELDT testing schedule.
2. Insure annual training of EL Coordinator, faculty, and staff is provided.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

SUBPRIORITY E – EL RECLASSIFICATION RATES

1. Create a “guaranteed and viable” CELDT testing schedule.
2. Insure annual training of EL Coordinator, faculty, and staff is provided.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

SUBPRIORITY E – EL RECLASSIFICATION RATES

1. Create a “guaranteed and viable” ELPAC testing schedule.
2. Insure annual training of EL Coordinator, faculty, and staff is provided.

3. Create milestones throughout the school year that act as indicators of progress towards meeting and exceeding annual growth targets.

4. Present updates to parents, AIS Team, SSC, MWA Board, and CEO.

3. Create milestones throughout the school year that act as indicators of progress towards meeting and exceeding annual growth targets.

4. Present updates to parents, AIS Team, SSC, MWA Board, and CEO.

3. Create milestones throughout the school year that act as indicators of progress towards meeting and exceeding annual growth targets.

4. Present updates to parents, AIS Team, SSC, MWA Board, and CEO.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$21,000	\$21,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount			\$9,376.50
Source			Title III
Budget Reference			1000-1999: Certificated Personnel Salaries

**Action 6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

#### 2017-18 Actions/Services

##### SUBPRIORITY F – AP EXAM PASSAGE RATE

1. Set goal of 80% or more of students taking AP courses signing up for and taking the exam.
2. Set classroom observation schedule of AP courses to insure fidelity to the AP curriculum and to assess proper pacing of the course.
3. Provide for off-site and site-based training for faculty teaching AP courses.
4. Provide for any online or additional materials to support faculty and students in preparing for AP exams.
5. Monitor GPA progress in AP courses as part of AIS activities.
6. Set a schedule for presenting results of AP exams to AIS, SSC, MWA Board, and CEO.
7. Look at and use “AP Potential” data to inform decisions about courses to add.

#### 2018-19 Actions/Services

##### SUBPRIORITY F – AP EXAM PASSAGE RATE

1. Set goal of 80% or more of students taking AP courses signing up for and taking the exam.
2. Set classroom observation schedule of AP courses to insure fidelity to the AP curriculum and to assess proper pacing of the course.
3. Provide for off-site and site-based training for faculty teaching AP courses.
4. Provide for any online or additional materials to support faculty and students in preparing for AP exams.
5. Monitor GPA progress in AP courses as part of AIS activities.
6. Set a schedule for presenting results of AP exams to AIS, SSC, MWA Board, and CEO.
7. Look at and use “AP Potential” data to inform decisions about courses to add.

#### 2019-20 Actions/Services

##### SUBPRIORITY F – AP EXAM PASSAGE RATE

1. Set goal of 80% or more of students taking AP courses signing up for and taking the exam.
2. Set classroom observation schedule of AP courses to insure fidelity to the AP curriculum and to assess proper pacing of the course.
3. Provide for off-site and site-based training for faculty teaching AP courses.
4. Provide for any online or additional materials to support faculty and students in preparing for AP exams.
5. Monitor GPA progress in AP courses as part of AIS activities.
6. Set a schedule for presenting results of AP exams to AIS, SSC, MWA Board, and CEO.
7. Look at and use “AP Potential” data to inform decisions about courses to add.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$16,000	\$16,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

**Action 7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SUBPRIORITY G – COLLEGE PREPAREDNESS / EAP	SUBPRIORITY G – COLLEGE PREPAREDNESS / EAP	SUBPRIORITY G – COLLEGE PREPAREDNESS / EAP
1. Provide for a schedule of training for ELA faculty with a specific focus on the EAP.	1. Provide for a schedule of training for ELA faculty with a specific focus on the EAP.	1. Provide for a schedule of training for ELA faculty with a specific focus on the EAP.

2. Provide for adoption of cross-curricular instructional strategies that will support students in the development of essential skills to perform proficiently on the EAP exam.

3. As part of regular formal and informal classroom observations, Directors and Content Leads monitor and check for fidelity to the use of commonly adopted instructional strategies targeted to supporting the development of their skills.

4. Scheduled annual presentation to parents, AIS Team, SSC, MWA Board, and CEO.

2. Provide for adoption of cross-curricular instructional strategies that will support students in the development of essential skills to perform proficiently on the EAP exam.

3. As part of regular formal and informal classroom observations, Directors and Content Leads monitor and check for fidelity to the use of commonly adopted instructional strategies targeted to supporting the development of their skills.

4. Scheduled annual presentation to parents, AIS Team, SSC, MWA Board, and CEO.

2. Provide for adoption of cross-curricular instructional strategies that will support students in the development of essential skills to perform proficiently on the EAP exam.

3. As part of regular formal and informal classroom observations, Directors and Content Leads monitor and check for fidelity to the use of commonly adopted instructional strategies targeted to supporting the development of their skills.

4. Scheduled annual presentation to parents, AIS Team, SSC, MWA Board, and CEO.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$6,000	\$6,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$10,000	\$12,000	\$12,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 5

### GOAL 5: STUDENT ENGAGEMENT

Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

### Identified Need:

Maintenance of attendance rates and documents plans and procedures for progress management of absenteeism and dropout rates was identified as a need.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <li>• ADA rates</li> <li>• Attendance/chronic absentee rates</li> <li>• 8th grade retention rates</li> <li>• Upper School retention rates &amp; dropout rates</li> <li>• Upper School graduation rates</li> </ul>	<ul style="list-style-type: none"> <li>• 95% ADA</li> <li>• 95% or higher ADA; 10% or less in the SARB process</li> <li>• 85% or more of 8th graders matriculate to the Upper School</li> <li>• 90% or higher retention rates from 9th-12th grades; less than 7% drop out</li> <li>• 90% or higher graduation rate for seniors</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain an ADA of 96% or higher.</li> <li>• Expand site-based SARB process to include additional community members to provide support to students struggling with attendance. This can include advisors, core-day teachers, or other staff members.</li> <li>• Academically engage our Middle School students and support them social-emotionally to encourage 90% or higher annual retention rates, particularly the 8th grade retention rate</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain an ADA of 96% or higher.</li> <li>• Expand site-based SARB process to include additional community members to provide support to students struggling with attendance. This can include advisors, core-day teachers, or other staff members.</li> <li>• Academically engage our Middle School students and support them social-emotionally to encourage 90% or higher annual retention rates, particularly the 8th grade retention rate</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain an ADA of 96% or higher.</li> <li>• Expand site-based SARB process to include additional community members to provide support to students struggling with attendance. This can include advisors, core-day teachers, or other staff members.</li> <li>• Academically engage our Middle School students and support them social-emotionally to encourage 90% or higher annual retention rates, particularly the 8th grade retention rate</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>at MWA and matriculation to the Upper School.</p> <ul style="list-style-type: none"> <li>Academically engage our Upper School students and support them social-emotionally to encourage 90% or higher annual retention rates and a 5% or less dropout rate.</li> <li>Academically engage our Upper School students and support them social-emotionally to encourage 90% or higher annual retention rates and a 95% or higher graduation rate.</li> </ul>	<p>at MWA and matriculation to the Upper School.</p> <ul style="list-style-type: none"> <li>Academically engage our Upper School students and support them social-emotionally to encourage 90% or higher annual retention rates and a 5% or less dropout rate.</li> <li>Academically engage our Upper School students and support them social-emotionally to encourage 90% or higher annual retention rates and a 95% or higher graduation rate.</li> </ul>	<p>at MWA and matriculation to the Upper School.</p> <ul style="list-style-type: none"> <li>Academically engage our Upper School students and support them social-emotionally to encourage 90% or higher annual retention rates and a 5% or less dropout rate.</li> <li>Academically engage our Upper School students and support them social-emotionally to encourage 90% or higher annual retention rates and a 95% or higher graduation rate.</li> </ul>

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

**SUBPRIORITY A – STUDENT ATTENDANCE RATES**

1. Create student celebration recognition opportunities to recognize student and parent excellent attendance. Establish criteria for this.

2. Present attendance data to parents, students, SSC, MWA Board, and CEO.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

**SUBPRIORITY A – STUDENT ATTENDANCE RATES**

1. Create student celebration recognition opportunities to recognize student and parent excellent attendance. Establish criteria for this.

2. Present attendance data to parents, students, SSC, MWA Board, and CEO.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

**SUBPRIORITY A – STUDENT ATTENDANCE RATES**

1. Create student celebration recognition opportunities to recognize student and parent excellent attendance. Establish criteria for this.

2. Present attendance data to parents, students, SSC, MWA Board, and CEO.

3. Continue to conduct student exit interviews and collect data on student transfers.

3. Continue to conduct student exit interviews and collect data on student transfers.

3. Continue to conduct student exit interviews and collect data on student transfers.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$55,000	\$55,000	\$60,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

**SUBPRIORITY B – STUDENT ABSENTEEISM RATES**

1. Develop mechanisms to acknowledge student and parent improvement.
2. Present SARB data to parents, AIS Team, SSC, MWA Board, and CEO.

**SUBPRIORITY B – STUDENT ABSENTEEISM RATES**

1. Develop mechanisms to acknowledge student and parent improvement.
2. Present SARB data to parents, AIS Team, SSC, MWA Board, and CEO.

**SUBPRIORITY B – STUDENT ABSENTEEISM RATES**

1. Develop mechanisms to acknowledge student and parent improvement.
2. Present SARB data to parents, AIS Team, SSC, MWA Board, and CEO.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$30,000	\$50,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$15,000	\$17,000	\$30,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services****SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES**

1. Collect annual MWA retention data & Middle School transfer requests.
2. Identify common reasons students request transfers or are expelled.
3. Present data to AIS Team, SSC, MWA Board, and CEO.

**2018-19 Actions/Services****SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES**

1. Collect annual MWA retention data & Middle School transfer requests.
2. Identify common reasons students request transfers or are expelled.
3. Present data to AIS Team, SSC, MWA Board, and CEO.

**2019-20 Actions/Services****SUBPRIORITY B – STUDENT ABSENTEEISM RATES**

1. Develop mechanisms to acknowledge student and parent improvement.
2. Present SARB data to parents, AIS Team, SSC, MWA Board, and CEO.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$50,000	\$60,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2017-18 Actions/Services

#### SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES

1. Create a plan and schedule to engage students in college and career readiness through the Advisory system along with the development and use of individual "College and Career Readiness Plans" to track progress towards graduation or Certificates of Completion.
2. Track Credit Standing Progress of all students twice yearly by identifying students as "on track" to graduate, "credit recovery needed" in order to maintain pace towards graduation, or "in danger of

### 2018-19 Actions/Services

#### SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES

1. Create a plan and schedule to engage students in college and career readiness through the Advisory system along with the development and use of individual "College and Career Readiness Plans" to track progress towards graduation or Certificates of Completion.
2. Track GPA data of "students of concern" (students with less and a 2.5 GPA) and/or students failing two or more classes to discuss strategies to address

### 2019-20 Actions/Services

#### SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES

1. Create a plan and schedule to engage students in college and career readiness through the Advisory system along with the development and use of individual "College and Career Readiness Plans" to track progress towards graduation or Certificates of Completion.
2. Track GPA data of "students of concern" (students with less and a 2.5 GPA) and/or students failing two or more classes to discuss strategies to address

retention” (students that have failed key required courses that place the student on a five year pathway towards graduation). Involve Deans of Students, counselors, coordinators, and advisors in this process to support with academic and behavioral interventions.

3. Engage a group of administrators, faculty, and staff to discuss graduation rate data annually and propose interventions and refinements to the program to further increase graduation rates.

4. Promote, publicize, and recognize students who make improvements in their grades from failing to passing and increase their GPA’s from below 2.5 to higher than 2.5.

5. Present high school graduation rate data to the AIS, SSC, MWA Board, and CEO annually to discuss successes, challenges, and possible solutions.

effectively support students staying on track to earn their high school diploma.

3. Engage a group of administrators, faculty, and staff to discuss graduation rate data annually and propose interventions and refinements to the program to further increase graduation rates.

4. Promote, publicize, and recognize students who make improvements in their grades from failing to passing and increase their GPA’s from below 2.5 to higher than 2.5.

5. Present high school graduation rate data to the AIS, SSC, MWA Board, and CEO annually to discuss successes, challenges, and possible solutions.

effectively support students staying on track to earn their high school diploma.

3. Engage a group of administrators, faculty, and staff to discuss graduation rate data annually and propose interventions and refinements to the program to further increase graduation rates.

4. Promote, publicize, and recognize students who make improvements in their grades from failing to passing and increase their GPA’s from below 2.5 to higher than 2.5.

5. Present high school graduation rate data to the AIS, SSC, MWA Board, and CEO annually to discuss successes, challenges, and possible solutions.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$27,930	\$27,930	\$27,930
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

### SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES

1. Create a plan and schedule to engage students in college and career readiness through the Advisory system along with the development and use of individual "College and Career Readiness plans" to track progress towards graduation or Certificates of Completion.

2. Track Credit Standing Progress of all students twice yearly by identifying students as "on track" to graduate, "credit recovery needed" in order to maintain pace towards graduation, or "in danger of

2018-19 Actions/Services

### SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES

1. Create a plan and schedule to engage students in college and career readiness through the Advisory system along with the development and use of individual "College and Career Readiness plans" to track progress towards graduation or Certificates of Completion.

2. Track GPA data of "students of concern" (students with less and a 2.5 GPA) and/or students failing more than two or more classes to discuss strategies to address

2019-20 Actions/Services

### SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES

1. Create a plan and schedule to engage students in college and career readiness through the Advisory system along with the development and use of individual "College and Career Readiness plans" to track progress towards graduation or Certificates of Completion.

2. Track GPA data of "students of concern" (students with less and a 2.5 GPA) and/or students failing more than two or more classes to discuss strategies to address

retention” (students that have failed key required courses that place the student on a five year pathway towards graduation). Involve Deans of Students, counselors, coordinators, and advisors in this process to support with academic and behavioral interventions.

3.Engage a group of administrators, faculty, and staff to discuss graduation rate data annually and propose interventions and refinements to the program to further increase graduation rates.

4.Promote, publicize, and recognize students who make improvements in their grades from failing to passing and increase their GPA’s from below 2.5 to higher than 2.5.

5.Present high school graduation rate data to the AIS, SSC, MWA Board, and CEO annually to discuss successes, challenges, and possible solutions.

6. Formalize a student goal-setting process.

effectively support students staying on track to earn their high school diploma.

3.Engage a group of administrators, faculty, and staff to discuss graduation rate data annually and propose interventions and refinements to the program to further increase graduation rates.

4.Promote, publicize, and recognize students who make improvements in their grades from failing to passing and increase their GPA’s from below 2.5 to higher than 2.5.

5.Present high school graduation rate data to the AIS, SSC, MWA Board, and CEO annually to discuss successes, challenges, and possible solutions.

effectively support students staying on track to earn their high school diploma.

3.Engage a group of administrators, faculty, and staff to discuss graduation rate data annually and propose interventions and refinements to the program to further increase graduation rates.

4.Promote, publicize, and recognize students who make improvements in their grades from failing to passing and increase their GPA’s from below 2.5 to higher than 2.5.

5.Present high school graduation rate data to the AIS, SSC, MWA Board, and CEO annually to discuss successes, challenges, and possible solutions.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$35,000	\$60,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 6

School climate, as measured by all of the following, as applicable:

A. Pupil suspension rates

B. Pupil expulsion rates

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

Implementation and monitoring of a student management system was identified as a need.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <li>Social Worker Services Dashboard</li> <li>Student Management</li> </ul>	<ul style="list-style-type: none"> <li>70% or more of the plan is implemented as measured in the Social Worker Dashboard</li> </ul>	<ul style="list-style-type: none"> <li>Implement a number of social-emotional, Advisory, and classroom based strategies, and</li> </ul>	<ul style="list-style-type: none"> <li>Implement a number of social-emotional, Advisory, and classroom based strategies, and</li> </ul>	<ul style="list-style-type: none"> <li>Implement a number of social-emotional, Advisory, and classroom based strategies, and</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Data (Dean of Students)</p> <ul style="list-style-type: none"> <li>Professional Development calendar, meeting notes and surveys</li> </ul>	<ul style="list-style-type: none"> <li>70% or more of the training and support plan is implemented as indicated by the Social Worker Dashboard</li> <li>75% or more of students and parents indicate through the survey that MWA is safe, there is connection to the mission, and they feel seen and heard</li> </ul>	<p>faculty/staff trainings that can contribute to possibly curtailing and limiting the number of suspensions.</p> <ul style="list-style-type: none"> <li>Implement a number of social-emotional, Advisory, and classroom based strategies, and faculty/staff trainings that can contribute to possibly curtailing and limiting the number of expulsions.</li> <li>Measure student and parent responses with respect to safety and connectedness with a goal of 80% or more of our students and parents</li> </ul>	<p>faculty/staff trainings that can contribute to possibly curtailing and limiting the number of suspensions.</p> <ul style="list-style-type: none"> <li>Implement a number of social-emotional, Advisory, and classroom based strategies, and faculty/staff trainings that can contribute to possibly curtailing and limiting the number of expulsions.</li> <li>Measure student and parent responses with respect to safety and connectedness with a goal of 80% or more of our students and parents</li> </ul>	<p>faculty/staff trainings that can contribute to possibly curtailing and limiting the number of suspensions.</p> <ul style="list-style-type: none"> <li>Implement a number of social-emotional, Advisory, and classroom based strategies, and faculty/staff trainings that can contribute to possibly curtailing and limiting the number of expulsions.</li> <li>Measure student and parent responses with respect to safety and connectedness with a goal of 80% or more of our students and parents</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		feeling that MWA is safe, that they feel a strong connection to the mission, and that they feel seen and heard.	feeling that MWA is safe, that they feel a strong connection to the mission, and that they feel seen and heard.	feeling that MWA is safe, that they feel a strong connection to the mission, and that they feel seen and heard.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**SUBPRIORITY A – PUPIL SUSPENSION RATES**

1. Provide clear and consistent messaging on the Student Management System and Parent-Student Handbook.
2. Implement the restorative justice practices and social-emotional framework practices with fidelity.
3. Provide for off-site and site-based professional development for Deans, staff, and other administrators to continue to refine their knowledge of discipline management techniques and social-emotional development.

**SUBPRIORITY A – PUPIL SUSPENSION RATES**

1. Provide clear and consistent messaging on the Student Management System and Parent-Student Handbook.
2. Implement the restorative justice practices and social-emotional framework practices with fidelity.
3. Provide for off-site and site-based professional development for Deans, staff, and other administrators to continue to refine their knowledge of discipline management techniques and social-emotional development.

**SUBPRIORITY A – PUPIL SUSPENSION RATES**

1. Provide clear and consistent messaging on the Student Management System and Parent-Student Handbook.
2. Implement the restorative justice practices and social-emotional framework practices with fidelity.
3. Provide for off-site and site-based professional development for Deans, staff, and other administrators to continue to refine their knowledge of discipline management techniques and social-emotional development.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$18,000	\$18,000	\$30,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

**SUBPRIORITY B – PUPIL EXPULSION RATES**

1. Provide consistent Student Management System & Parent-Student Handbook messaging.
2. Implement the restorative justice practices and social-emotional framework practices with fidelity.
3. Provide for a school Social Worker to help students and families connect with site-based and off-site service providers to seek targeted support.
4. Provide for ongoing training of the MWA Social Worker to be able to help address more severe student issues.
5. Provide for off-site and site-based professional development for Deans, staff, and other administrators to continue to refine their knowledge of discipline

2018-19 Actions/Services

**SUBPRIORITY B – PUPIL EXPULSION RATES**

1. Provide consistent Student Management System & Parent-Student Handbook messaging.
2. Implement the restorative justice practices and social-emotional framework practices with fidelity.
3. Provide for a school Social Worker to help students and families connect with site-based and off-site service providers to seek targeted support.
4. Provide for ongoing training of the MWA Social Worker to be able to help address more severe student issues.
5. Provide for off-site and site-based professional development for Deans, staff, and other administrators to continue to refine their knowledge of discipline

2019-20 Actions/Services

**SUBPRIORITY B – PUPIL EXPULSION RATES**

1. Provide consistent Student Management System & Parent-Student Handbook messaging.
2. Implement the restorative justice practices and social-emotional framework practices with fidelity.
3. Provide for a school Social Worker to help students and families connect with site-based and off-site service providers to seek targeted support.
4. Provide for ongoing training of the MWA Social Worker to be able to help address more severe student issues.
5. Provide for off-site and site-based professional development for Deans, staff, and other administrators to continue to refine their knowledge of discipline

management techniques and social-emotional development.

management techniques and social-emotional development.

management techniques and social-emotional development.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$60,000	\$60,000	\$60,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$33,966	\$34,604	\$50,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

### 2017-18 Actions/Services

#### SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)

1. Conduct semi-annual surveys of students and parents to gauge their sense of safety, mission alignment, and connectedness within the community. A comprehensive school climate survey will be administered to students and parents biennially.
2. Create a committee representing cross sections of the administration, faculty, staff, parents, and students to review the data and make recommendations.
3. Present findings to the Parents, SSC, MWA Board, and CEO.
4. Share discipline (Deans) and social-emotional well-being data (Social Worker) quarterly with MWA staff. Utilize socio-emotional data (Social Worker) during professional development with staff members to implement change, and serve as foundation for instructional practices and the learning environment.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

### 2018-19 Actions/Services

#### SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)

1. Conduct semi-annual surveys of students and parents to gauge their sense of safety, mission alignment, and connectedness within the community. A comprehensive school climate survey will be administered to students and parents biennially.
2. Create a committee representing cross sections of the administration, faculty, staff, parents, and students to review the data and make recommendations.
3. Present findings to the Parents, SSC, MWA Board, and CEO.
4. Share discipline (Deans) and social-emotional well-being data (Social Worker) quarterly with MWA staff. Utilize socio-emotional data (Social Worker) during professional development with staff members to implement change, and serve as foundation for instructional practices and the learning environment.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2019-20 Actions/Services

#### SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)

1. Conduct semi-annual surveys of students and parents to gauge their sense of safety, mission alignment, and connectedness within the community. A comprehensive school climate survey will be administered to students and parents biennially.
2. Create a committee representing cross sections of the administration, faculty, staff, parents, and students to review the data and make recommendations.
3. Present findings to the Parents, SSC, MWA Board, and CEO.
4. Share discipline (Deans) and social-emotional well-being data (Social Worker) quarterly with MWA staff. Utilize socio-emotional data (Social Worker) during professional development with staff members to implement change, and serve as foundation for instructional practices and the learning environment.

5. Evaluate the feasibility of a plan to increase opportunities to look for cross-grade community building.

6. Look to create 1-2 parent socialization activities per year.

5. Look at creating a plan for more opportunities to look for cross-grade community building.

6. Look to create 1-2 parent socialization activities per year.

5. Look at creating a plan for more opportunities to look for cross-grade community building.

6. Look to create 1-2 parent socialization activities per year.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$60,000	\$60,000	\$90,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$95,000	\$95,000	\$134,292
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$10,000	\$10,000	\$48,008
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount			\$20,284
Source			Title IV
Budget Reference			5000-5999: Services And Other Operating Expenditures

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 7

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 5-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Identified Need:

Access to a wider variety of rigorous, college and career-aligned courses of study for all students, with emphasis on access by SPED, EL, and GATE-identified students.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
- Course schedule scorecard	- Ensure that students are enrolled in courses that area aligned with	•100% of students are enrolled in courses at the Middle School that	•100% of students are enrolled in courses at the Middle School that	•100% of students are enrolled in courses at the Middle School that

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	MWA graduation requirements	meet the state criteria for “course access” and a the Upper School (high school) that meet and/or exceed MWA graduation requirements (consistent with UC/CSU required entrance requirements) through offering a viable but varied set of differentiated courses.	meet the state criteria for “course access” and a the Upper School (high school) that meet and/or exceed MWA graduation requirements (consistent with UC/CSU required entrance requirements) through offering a viable but varied set of differentiated courses.	meet the state criteria for “course access” and a the Upper School (high school) that meet and/or exceed MWA graduation requirements (consistent with UC/CSU required entrance requirements) through offering a viable but varied set of differentiated courses.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2017-18 Actions/Services

1. Plan for and ensure the daily schedule is “guaranteed and viable”.
2. Continue to refine and develop offerings in the MS and the course catalogue in the Upper School.
3. Ensure course offerings and daily schedule reflect options for specialized support and allow for EL, IEP, Intervention, and GATE support.
4. Annually audit the course schedule to assess its viability and to make proposals for new courses to be added or eliminated as a result of analysis.
5. Ensure students have equitable access to courses, programming, and targeted academic support.
6. Explore ways to offer more language course options at the Upper School.
7. Develop a plan for expanding performing arts options and courses.

### 2018-19 Actions/Services

1. Plan for and ensure the daily schedule is “guaranteed and viable”.
2. Continue to refine and develop offerings in the MS and the course catalogue in the Upper School.
3. Ensure course offerings and daily schedule reflect options for specialized support and allow for EL, IEP, Intervention, and GATE support.
4. Annually “audit” the course schedule to assess its viability and to make proposals for new courses to be added or taken away as a result of analysis.
5. Insure students have access, programming, and targeted academic support.
6. Explore ways to offer more language course options at the Upper School.
7. Develop a plan for expanding performing arts options and courses.
8. Gauge interest and explore a plan to expand world language options and courses.

### 2019-20 Actions/Services

1. Plan for and ensure the daily schedule is “guaranteed and viable”.
2. Continue to refine and develop offerings in the MS and the course catalogue in the Upper School.
3. Ensure course offerings and daily schedule reflect options for specialized support and allow for EL, IEP, Intervention, and GATE support.
4. Annually “audit” the course schedule to assess its viability and to make proposals for new courses to be added or taken away as a result of analysis.
5. Insure students have access, programming, and targeted academic support.
6. Explore ways to offer more language course options at the Upper School.
7. Develop a plan for expanding performing arts options and courses.
8. Gauge interest and explore a plan to expand world language options and courses.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$198,674	\$160,000	\$210,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$17,000	\$17,000	\$49,818
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount			\$165,870
Source			Title I
Budget Reference			1000-1999: Certificated Personnel Salaries
Amount			\$176,154
Source			Title I
Budget Reference			2000-2999: Classified Personnel Salaries
Amount			\$39,505
Source			Title I
Budget Reference			3000-3999: Employee Benefits

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 8

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

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

This will be further assessed as new data from CCSS assessments such as the SBAC, becomes available.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <li>CAASPP scores for English and GPAs for English</li> <li>CAASPP scores for Math and GPAs for Math</li> <li>CAASPP scores for Science and GPAs for Science</li> </ul>	<ul style="list-style-type: none"> <li>ENGLISH: 50% for the Middle School and 70% for the Upper School pass the SBAC and have GPAs above 2.7.</li> <li>MATH: 25% for the Middle School and 40% for the Upper School</li> </ul>	<ul style="list-style-type: none"> <li>80% or more of students will "Meet" or "Exceed" the standard on the new CA standardized tests (CAASPP) for English and the overall GPA average by grade level for</li> </ul>	<ul style="list-style-type: none"> <li>80% or more of students will "Meet" or "Exceed" the standard on the new CA standardized tests (CAASPP) for English and the overall GPA average by grade level for</li> </ul>	<ul style="list-style-type: none"> <li>80% or more of students will "Meet" or "Exceed" the standard on the new CA standardized tests (CAASPP) for English and the overall GPA average by grade level for</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <li>• CAASPP scores for Social Science and GPAs for Social Science</li> <li>• Data Walls in the school</li> <li>• Health and Wellness grades and Physical Fitness Test scores</li> <li>• Foreign Language grades and course completion</li> <li>• Course Schedule</li> </ul>	<p>pass the SBAC and have GPAs above 2.7.</p> <ul style="list-style-type: none"> <li>• SCIENCE: 50% for the Middle School and 70% for the Upper School pass the SBAC and have GPAs above 2.5.</li> <li>• SOCIAL SCIENCE: 50% for the Middle School and 70% for the Upper School pass the SBAC and have GPAs above 2.5.</li> <li>• PHYSICAL FITNESS: 70% or more will pass the annual Physical Fitness Test and have GPAs above 2.5.</li> <li>• 80% of Upper School students will take and pass</li> </ul>	<p>students in English is 2.7.</p> <ul style="list-style-type: none"> <li>• 80% or more of students will “Meet” or “Exceed” the standard on the new CA standardized tests (CAASPP) for Math and the overall GPA average by grade level for students in Math is 2.7.</li> <li>• 80% or more of students will “Meet” or “Exceed” the standard on the new CA standardized tests for Social Science in 8th and in the content specific courses in high school; the overall GPA average by grade level for students in</li> </ul>	<p>students in English is 2.7.</p> <ul style="list-style-type: none"> <li>• 80% or more of students will “Meet” or “Exceed” the standard on the new CA standardized tests (CAASPP) for Math and the overall GPA average by grade level for students in Math is 2.7.</li> <li>• 80% or more of students will “Meet” or “Exceed” the standard on the CA standardized tests for Social Science in 8th and in the content specific courses in high school; the overall GPA average by grade level for students in</li> </ul>	<p>students in English is 2.7.</p> <ul style="list-style-type: none"> <li>• 80% or more of students will “Meet” or “Exceed” the standard on the new CA standardized tests (CAASPP) for Math and the overall GPA average by grade level for students in Math is 2.7.</li> <li>• 80% or more of students will “Meet” or “Exceed” the standard on the CA standardized tests for Social Science in 8th and in the content specific courses in high school; the overall GPA average by grade level for students in</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>foreign language classes needed for a-g and have GPAs above 2.5.</p> <ul style="list-style-type: none"> <li>10% or more will be enrolled in CTE designated courses</li> </ul>	<p>Social Science is 2.5.</p> <ul style="list-style-type: none"> <li>80% or more of students will “Meet” or “Exceed” the standard on the CA standardized tests for Science in 5th, 8th,, and 10th grades and in the content specific courses in high school; the overall GPA average by grade level for students in Science is 2.5.</li> <li>Students will meet various goals for physical education through their Health and Wellness courses in both the Middle School and Upper School such as: 100%</li> </ul>	<p>Social Science is 2.5.</p> <ul style="list-style-type: none"> <li>80% or more of students will “Meet” or “Exceed” the standard on the CA standardized tests for Science in 5th, 8th,, and 10th grades and in the content specific courses in high school; the overall GPA average by grade level for students in Science is 2.5.</li> <li>100% of students will take Visual Art courses in both the Middle School and Upper School; every student will meet criteria for their work to be shown or displayed</li> </ul>	<p>Social Science is 2.5.</p> <ul style="list-style-type: none"> <li>80% or more of students will “Meet” or “Exceed” the standard on the CA standardized tests for Science in 5th, 8th,, and 10th grades and in the content specific courses in high school; the overall GPA average by grade level for students in Science is 2.5.</li> <li>100% of students will take Visual Art courses in both the Middle School and Upper School; every student will meet criteria for their work to be shown or displayed</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>of students will enroll in and pass their required Health and Wellness course; 95% or more will take their grade level respective Physical Fitness Test; 90% or more of students will pass their corresponding CA Physical Fitness Exam.</p> <ul style="list-style-type: none"> <li>• 100% of students will meet the Health course requirement for 5th and 6th grades and earn a grade-level wide 2.5 or higher GPA in the course.</li> <li>• 100% of students will meet at least the 2-year required course completion necessary to</li> </ul>	<p>within the classroom or in public spaces such as the hallways or office.</p> <ul style="list-style-type: none"> <li>• Students will meet various goals for physical education through their Health and Wellness courses in both the Middle School and Upper School such as: 100% of students will enroll in and pass their required Health and Wellness course; 95% or more will take their grade level respective Physical Fitness Test; 90% or more of students will pass their corresponding</li> </ul>	<p>within the classroom or in public spaces such as the hallways or office.</p> <ul style="list-style-type: none"> <li>• Students will meet various goals for physical education through their Health and Wellness courses in both the Middle School and Upper School such as: 100% of students will enroll in and pass their required Health and Wellness course; 95% or more will take their grade level respective Physical Fitness Test; 90% or more of students will pass their corresponding</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>meet California “A-G” course requirements for Foreign Languages with a course GPA of 2.5 or higher.</p> <ul style="list-style-type: none"> <li>Develop and adopt a plan for expanding Career Technical Education (CTE) opportunities with 100% of students having options to take courses aligned to CTE standards.</li> </ul>	<p>CA Physical Fitness Exam.</p> <ul style="list-style-type: none"> <li>100% of students will meet the Health course requirement for 5th and 6th grades and earn a grade-level wide 2.5 or higher GPA in the course.</li> <li>100% of students will meet at least the 2-year required course completion necessary to meet California “A-G” course requirements for Foreign Languages with a course GPA of 2.5 or higher.</li> <li>Develop and adopt a plan for expanding Career Technical Education</li> </ul>	<p>CA Physical Fitness Exam.</p> <ul style="list-style-type: none"> <li>100% of students will meet the Health course requirement for 5th and 6th grades and earn a grade-level wide 2.5 or higher GPA in the course.</li> <li>100% of students will meet at least the 2-year required course completion necessary to meet California “A-G” course requirements for Foreign Languages with a course GPA of 2.5 or higher.</li> <li>Develop and adopt a plan for expanding Career Technical Education</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			(CTE) opportunities with 100% of students having options to take courses aligned to CTE standards.	(CTE) opportunities with 100% of students having options to take courses aligned to CTE standards.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

SUBPRIORITY A – ENGLISH, MATHEMATICS, SOCIAL SCIENCES, SCIENCE, VISUAL AND PERFORMING ARTS, PHYSICAL EDUCATION, HEALTH, AND FOREIGN LANGUAGES

1. Ensure faculty, parents, and students know the goal.
2. Post mid-quarter and quarterly data in designated locations in the Middle School and Upper School hallways, offices, and classrooms.
3. Continue to run initial analysis of quarterly data through the AIS Team.
4. Divisional meetings among Content Leads and the Middle School and Upper School Directors to discuss common strategies and outcomes for student growth.
5. Content Leads report out to their respective division faculty groups and to the division Director (Upper or Middle School).
6. Develop schoolwide health and wellness goals.

SUBPRIORITY A – ENGLISH, MATHEMATICS, SOCIAL SCIENCES, SCIENCE, VISUAL AND PERFORMING ARTS, PHYSICAL EDUCATION, HEALTH, AND FOREIGN LANGUAGES

- 1.Ensure faculty, parents, and students know the goal.
- 2.Post mid-quarter and quarterly data in designated locations in the Middle School and Upper School hallways, offices, and classrooms.
- 3.Continue to run initial analysis of quarterly data through the AIS Team.
- 4.Divisional meetings among Content Leads and the Middle School and Upper School Directors to discuss common strategies and outcomes for student growth.
- 5.Content Leads report out to their respective division faculty groups and to the division Director (Upper or Middle School).
6. Develop schoolwide health and wellness goals.

SUBPRIORITY A – ENGLISH, MATHEMATICS, SOCIAL SCIENCES, SCIENCE, VISUAL AND PERFORMING ARTS, PHYSICAL EDUCATION, HEALTH, AND FOREIGN LANGUAGES

- 1.Ensure faculty, parents, and students know the goal.
- 2.Post mid-quarter and quarterly data in designated locations in the Middle School and Upper School hallways, offices, and classrooms.
- 3.Continue to run initial analysis of quarterly data through the AIS Team.
- 4.Divisional meetings among Content Leads and the Middle School and Upper School Directors to discuss common strategies and outcomes for student growth.
- 5.Content Leads report out to their respective division faculty groups and to the division Director (Upper or Middle School).
6. Develop schoolwide health and wellness goals.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$90,000	\$74,590	\$100,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

SUBPRIORITY B – CTE (GRADES 7-12 ONLY)  
  
1.Develop a plan to research, identify, and adopt CTE options that include a variety of approaches: AP courses, online courses & concurrent enrollment.

2018-19 Actions/Services

SUBPRIORITY B – CTE (GRADES 7-12 ONLY)  
  
1.Develop a plan to research, identify, and adopt CTE options that include a variety of approaches: AP courses, online courses & concurrent enrollment.

2019-20 Actions/Services

SUBPRIORITY B – CTE (GRADES 7-12 ONLY)  
  
1.Develop a plan to research, identify, and adopt CTE options that include a variety of approaches: AP courses, online courses & concurrent enrollment.

2. Insure CTE goals are known by the faculty, students, and parents.

3. CTE options and data are shared with the community annually in a report.

2. Insure CTE goals are known by the faculty, students, and parents.

3. CTE options and data are shared with the community annually in a report.

2. Insure CTE goals are known by the faculty, students, and parents.

3. CTE options and data are shared with the community annually in a report.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$30,000	\$70,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$1,618,124

Percentage to Increase or Improve Services

100%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Making Waves Academy current enrollment is 795 students, in which 89.7% are economically disadvantaged and 19.5% are English Learners. Based on the current demographics of the students being served MWA allocates 100% of its LCFF dollars to all students.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$1,618,124

Percentage to Increase or Improve Services

27.35%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Making Waves Academy current enrollment is 795 students, in which 89.7% are economically disadvantaged and 19.5% are English Learners. Based on the current demographics of the students being served MWA allocates 100% of its LCFF dollars to all students.

Estimated Supplemental and Concentration Grant Funds

\$1,577,070

Percentage to Increase or Improve Services

25.88%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Making Waves Academy current enrollment is 795 students, in which 89.7% are economically disadvantaged and 19.5% are English Learners. Based on the current demographics of the students being served MWA allocates 100% of its LCFF dollars to all students.

# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*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 Education Code (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.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

### **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

### **Comprehensive Support and Improvement**

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires charter schools to consult with teachers, principals, administrators, other school personnel, parents,

and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

## Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

## Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

## Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

## For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    - (A) enrolled less than 31 days
    - (B) enrolled at least 31 days but did not attend at least one day
    - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      - (i) are enrolled in a Non-Public School
      - (ii) receive instruction through a home or hospital instructional setting
      - (iii) are attending a community college full-time.
  - (2) The number of students who meet the enrollment requirements.
  - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
- (1) For a 4-Year Cohort Graduation Rate:
    - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    - (B) The total number of students in the cohort.
    - (C) Divide (1) by (2).
  - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      - (i) a regular high school diploma
      - (ii) a High School Equivalency Certificate
      - (iii) an adult education diploma
      - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    - (B) The number of students in the DASS graduation cohort.
    - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?  
Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, January 2019*

# LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,618,124.00	1,398,124.00	1,577,070.00	1,618,124.00	2,516,006.00	5,711,200.00
LCFF Supplemental and Concentration	0.00	1,398,124.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	1,618,124.00	0.00	1,577,070.00	1,618,124.00	2,049,048.00	5,244,242.00
Title I	0.00	0.00	0.00	0.00	381,529.00	381,529.00
Title II	0.00	0.00	0.00	0.00	46,392.00	46,392.00
Title III	0.00	0.00	0.00	0.00	18,753.00	18,753.00
Title IV	0.00	0.00	0.00	0.00	20,284.00	20,284.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	1,618,124.00	1,398,124.00	1,577,070.00	1,618,124.00	2,516,006.00	5,711,200.00
0001-0999: Unrestricted: Locally Defined	0.00	74,590.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	874,124.00	799,534.00	884,570.00	874,124.00	1,377,945.00	3,136,639.00
2000-2999: Classified Personnel Salaries	287,000.00	77,000.00	279,000.00	287,000.00	490,446.00	1,056,446.00
3000-3999: Employee Benefits	0.00	0.00	0.00	0.00	39,505.00	39,505.00
4000-4999: Books And Supplies	165,000.00	165,000.00	160,000.00	165,000.00	165,000.00	490,000.00
5000-5999: Services And Other Operating Expenditures	247,000.00	237,000.00	213,500.00	247,000.00	398,110.00	858,610.00
5800: Professional/Consulting Services And Operating Expenditures	45,000.00	45,000.00	40,000.00	45,000.00	45,000.00	130,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,618,124.00	1,398,124.00	1,577,070.00	1,618,124.00	2,516,006.00	5,711,200.00
0001-0999: Unrestricted: Locally Defined	LCFF Supplemental and Concentration	0.00	74,590.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	799,534.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	874,124.00	0.00	884,570.00	874,124.00	1,146,930.00	2,905,624.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	0.00	0.00	165,870.00	165,870.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00	0.00	0.00	46,392.00	46,392.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	0.00	0.00	0.00	18,753.00	18,753.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	77,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	287,000.00	0.00	279,000.00	287,000.00	314,292.00	880,292.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	0.00	0.00	176,154.00	176,154.00
3000-3999: Employee Benefits	Title I	0.00	0.00	0.00	0.00	39,505.00	39,505.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	165,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	165,000.00	0.00	160,000.00	165,000.00	165,000.00	490,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	237,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	247,000.00	0.00	213,500.00	247,000.00	377,826.00	838,326.00
5000-5999: Services And Other Operating Expenditures	Title IV	0.00	0.00	0.00	0.00	20,284.00	20,284.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	45,000.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	45,000.00	0.00	40,000.00	45,000.00	45,000.00	130,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>						
<b>Goal</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	355,000.00	355,000.00	316,500.00	355,000.00	451,392.00	1,122,892.00
<b>Goal 2</b>	205,000.00	205,000.00	190,000.00	205,000.00	230,000.00	625,000.00
<b>Goal 3</b>	70,000.00	70,000.00	64,000.00	70,000.00	70,000.00	204,000.00
<b>Goal 4</b>	214,000.00	214,000.00	181,000.00	214,000.00	232,753.00	627,753.00
<b>Goal 5</b>	214,930.00	159,930.00	212,930.00	214,930.00	287,930.00	715,790.00
<b>Goal 6</b>	277,604.00	112,604.00	276,966.00	277,604.00	432,584.00	987,154.00
<b>Goal 7</b>	177,000.00	177,000.00	215,674.00	177,000.00	641,347.00	1,034,021.00
<b>Goal 8</b>	104,590.00	104,590.00	120,000.00	104,590.00	170,000.00	394,590.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Expenditures Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources					

<b>Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources					