



## 2022-23 LCAP Goals, Metrics, and Actions (drafts) for Educational Partner Feedback Sessions

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**Goal 1: Basic Conditions:** We will provide an effective infrastructure and robust systems to ensure basic conditions of learning (credentials, facilities, and instructional materials) are met or exceeded.

*This goal aligns with State Priority 1 (Basic Conditions of Learning). This goal encompasses both the maintenance of conditions that are already strong (e.g., world-class facilities and learning spaces) as well as areas in which we have identified needs (teacher credentialing, staff recruitment and retention).*

**Goal 1 Metrics** (how we measure success)

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

Revised: Results of annual Facility Inspection Tool (FIT)	All facilities systems rated "Good"; overall rating of "Exemplary." (2019 FIT in SARC)		Maintain all facilities systems rated "Good"; overall rating of "Exemplary" on FIT.
Teacher retention rate	Retention rate from 2020-21 to 2021-22 school year was 74%	n/a (first year of implementation of this metric)	Meet a minimum retention rate of 80%.

### Goal 1 Actions (what we will do to try to meet our goals)

Action #	Title	Description
[1]	Credential process	<p>The Human Resources Department (HR) monitors compliance to CTC and AB1505 requirements to support the internal credentialing process of mission-aligned new and aspiring teachers:</p> <ol style="list-style-type: none"> <li>1. Actively participating in the hiring/screening of MWA faculty candidates to ensure they hold a valid teacher credential upon hire and;</li> <li>2. Supporting presently employed educators to make adequate progress towards their credential by guiding them through applications/requirements for permits and/or waivers that allow them to teach in the State of California.</li> </ol> <p>For those who do not yet hold a "clear" credential status, HR monitors the issuance of the credential, permit or waiver types until the educator reaches clear credential status. In the event that an educator is unable to meet certain milestones towards earning a clear credential on their own, HR creates a teacher plan that outlines milestones, deadlines, and expectations that must be met to continue employment at MWA.</p>
[2]	Facilities conditions and review plan	<p>Create and implement a Facilities Review Plan addressing:</p> <ol style="list-style-type: none"> <li>1. Routine maintenance and inspection of key safety materials, equipment, appliances, and other operational elements of the facility.</li> <li>2. Preventative maintenance schedule for the year.</li> </ol>

		<ol style="list-style-type: none"> <li>3. Annual inventory of furniture, equipment, and appliances that are required for continuity of learning.</li> </ol>
[3]	Review and adopt new curriculum	<ol style="list-style-type: none"> <li>1. Follow the Annual Curriculum Review &amp; Adoption Plan and work with the board Curriculum and Instruction Committee.</li> <li>2. Pilot and review a new upper school math curriculum (OpenUp).</li> <li>3. Pilot integration of Ethnic Studies standards.</li> <li>4. Specifically call out culturally responsive practices and materials in the curriculum review process.</li> <li>5. Conduct an annual educational partner hearing regarding sufficiency of textbooks and supplemental learning materials.</li> </ol>
[4]	Teacher residents and teacher induction	<p>Build out our pipeline of mission-aligned, fully-credentialed teachers through:</p> <ol style="list-style-type: none"> <li>1. Teacher Residency Program: Continue partnership with Alder GSE to refine the essential elements of our teacher residency program. Under the direct supervision of the onsite Director of Teacher Residency and the Alder partnership, all Residents commit to a rigorous and supportive program that develops highly effective teachers ready to step into the classroom as certificated teachers. Residents also learn MWA's mission and approach, including cultural competency, social-emotional learning, and growth mindset. Support that residents receive include an experienced mentor teacher at MWA, test support, and financial aid support for individual residents related to test preparation materials and supplies.</li> <li>2. Teacher Induction Program (TIP): Prior to the start of each school year, HR partners with school leaders to identify teachers eligible for induction (the process that leads to a clear credential), and communicates eligibility to the CCCOE for assignment and mentor matching. The number of TIP placements each school year varies based on needs and internal and external mentor availability. All costs associated with TIP are covered by MWA.</li> </ol>
[5]	Enrichment Curricular Programs	Refine middle school enrichment programmatic curriculum to address both the academic and social-emotional needs of students. This includes the introduction and integration of the PMSC SEL and decision-making curriculum.

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

*Goal 2 aligns with State Priority 2 (Implementation of Academic Standards). In this goal, we focus on continuing and expanding our professional development around common core standards in ELA and math, NGSS science standards, and history-social science standards and framework. Since math has been identified as an academic area of particular need at Making Waves, we have also added specific metrics and actions related to building teacher and leaders’ math pedagogy, knowledge, and skills. This state priority also calls for us to specifically ensure that English Learner students have access to all state standards and are able to gain academic content knowledge and English language proficiency, and English Learner students are an important sector of our student population, so we have some specific metrics and actions related to this. This allows us to respond to a key area of identified need: narrowing or closing opportunity and achievement gaps for our English Learner students.*

**Goal 2 Metrics** (how we measure success)

Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023–24
ELD training and progress monitoring	<p>Money allotted in the budget is utilized for stated purposes for equipment, materials, and training.</p> <p>80% or more of the Professional Development plan is implemented.</p> <p>100% of the progress monitoring system for English Language Development is implemented.</p> <p>added: (2020-21 school year)</p>	<p>100% of the Semester 1 Professional Development plan was implemented with fidelity (2021-22).</p> <p>100% of progress monitoring system for English Language Development implemented (2021-22).</p>	<p>All staff are coached regularly on implementation of ELD professional development.</p>

<p>English Learner Progress Indicator (ELPI)</p> <p>(percent making progress toward English Language Proficiency)</p>	<p>44.8% (2019 ELPI)</p> <p>ELPI is not currently being calculated on the California School Dashboard due to COVID-related suspension of some dashboard elements; however, 39% scored level 3 and 24% scored level 4 on 2021 Summative ELPAC.</p>	<p>n/a (first year of implementation for this metric)</p>	<p>50%</p>
<p>English Learner (EL) reclassification rates</p>	<p>Original:</p> <p>70% of ELs reclassify by end of 8th grade.</p> <p>Corrected:</p> <p>55% of Wave 21 ELs reclassified by end of 8th grade (2019-20).</p> <p>13% of MWA English Learners (all grades) reclassified (2019-20).</p>	<p>36% of Wave 22 ELs reclassified by the end of 8th grade (2020-2021).</p> <p>9% of MWA English Learners (all grades) reclassified (2020-21).</p>	<p>Original:</p> <p>80% reclassification rate by 8th grade</p> <p>Revised:</p> <p>50% reclassification rate by 8th grade</p> <p>15% annual reclassification rate (all grades)</p>
<p>Standards-based Professional Development</p>	<p>xx% teachers report that professional development this year has directly impacted their classroom instruction and/or learning environment. (2021-22 school year)</p>	<p>n/a (first year of implementation of this metric)</p>	<p>80% of participants believe the professional development session will directly impact their classroom instruction and/or learning environment.</p>

	[In progress]		
Math coaching and professional development.	80% of our math teachers participated in targeted math professional development, including individual coaching. (2021-22 school year)	n/a (first year of implementation of this metric)	100% of math teachers will participate in a cadence of math coaching in conjunction with our teaching and learning cycle.

**Goal 2 Actions** (what we will do to try to meet our goals)

Action #	Title	Description
[1]	ELD data analysis and implementation of success metrics	Develop individual learning plans for each English Learner student. These plans will include: individual growth goals based on diagnostic data and semester grades, reclassification targets, and a student-created strengths index. EL learning plans will be co-created with the student’s parent, advisory teacher, and/or ELD coordinator.
[2]	ELD Professional Development	<ol style="list-style-type: none"> <li>1. Ensure annual training of EL Coordinator, faculty, and staff on ELD standards and best practices is provided.</li> <li>2. Plan for ongoing professional development of faculty, admin, and ELD coordinator through site-based and off-site training.</li> <li>3. Implement ongoing formal and informal observation and feedback.</li> <li>4. Implement a teacher evaluation tool that addresses the use of adopted ELD best-practice instructional strategies and ELD Standards.</li> <li>5. Share best-practices in ELD strategies through presentations to the MWA Board, CEO, and AIS group annually.</li> </ol>

[3]	English Learner Program	<p>1. The EL Coordinator works in conjunction with the Intervention Services Coordinator to ensure all ELs are ELPAC bands. ELD teachers will receive ongoing professional development and coaching to ensure the instructional strategies used during ELD support students' proficiency in all four ELD domains.</p> <p>2. MWA will continue to maximize the impact of our integrated ELD program by requiring all content teachers to demonstrate how they plan to ensure ELs have the supports required to fully access grade level content.</p> <p>3. In order to support the continual improvement of our ELD program, the ELD Coordinator will share EL performance trends, programmatic strengths, and challenges with the ELAC committee, school site council, academic intervention services committee, and MWA board.</p>
[4]	English Learner Reclassification	<p>1. Create a "guaranteed and viable" ELPAC testing schedule.</p> <p>2. Ensure EL students and families understand the criteria for reclassification as well as their individual student(s) reclassification plan.</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>
[5]	CCSS and NGSS Professional Development	<ol style="list-style-type: none"> <li>1. The 2022-23 professional development calendar will include a series of CCSS and NGSS training sessions designed to deepen teachers' understanding of their grade level standards as well as the vertical progression of the CCSS and NGSS standards within their content area.</li> <li>2. Faculty and leaders have the ability to attend on-site and off-site professional development.</li> <li>3. Plan, schedule, and implement formal and informal observations of teachers to assess level of fidelity and implementation of state standards.</li> <li>4. Include within formal teacher observations and lesson planning documents a section that addresses teacher efficacy with implementation of CCSS.</li> </ol>
[6]	Math PD and Coaching	<p>Math teachers will continue receiving 1:1 coaching as well as participate in a cadence of training sessions designed to support teachers' conceptual understanding, support student</p>

		mathematical reasoning, and respond to real-time formative assessment data to support all learners.
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**Goal 3: Family Partnerships:** Promote, increase, and deepen participation in family engagement events and opportunities for parent and guardian engagement through intentional and mission-aligned opportunities for involvement and expanded avenues for family input on school decision-making.

*This goal aligns with State Priority 3 (Parent involvement and engagement). This priority involves building relationships between school staff and families, building partnerships for student outcomes, and seeking input for decision-making. Parent-engagement and involvement has long been a strong, central value at Making Waves Academy. We have encountered new challenges, and new avenues for communication, with family engagement during the pandemic. Providing additional opportunities and avenues for engagement and input has also been identified by family educational partners as a needed area for growth and improvement. So, our metrics and actions for this goal attempt to build on past successes and also provide some new, expanded directions, including refreshing the role of parent engagement coordinator, family wave representatives, family academy, and rolling out a new communications tool.*

**Goal 3 Metrics** (how we measure success)

Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023–24
Attendance Data to Family Meetings	“Good” family participation. (2020-21)	% of families participated in monthly parent meetings (as of April 16, 2022)  [In Progress]	“Strong” family participation. We hope to see increased participation in family engagement events.
Parent Academy pathway completion	80% of parents completed a Parent Academy pathway (March 2022)	n/a (first year of implementation of this metric)	50% of parents complete a Parent Academy pathway.
Parent Climate Survey data	[In progress]	n/a (first year of implementation of this metric)	80% of parents participate in survey. 60% of parents share a high satisfaction rating.

### Goal 3 Actions (what we will do to try to meet our goals)

Action #	Title	Description
1	Participation opportunities	Refine and develop a plan for Parent Academy: <ol style="list-style-type: none"> <li>1. Survey parents for workshop and pathway interest.</li> <li>2. Confirm dates in master calendar and market to families.</li> <li>3. Celebrate parents who complete certificates.</li> </ol>
2	Family engagement	Hire and onboard a Family Engagement Coordinator.
3	Family engagement marketing	<ol style="list-style-type: none"> <li>1. Update and refine campus signage and promotion materials for parent meetings, School Site Council meetings, and events.</li> <li>2. Develop and refine a more comprehensive and robust online calendar of events to help parents access information. Refine our new parent portal on the MWA website.</li> <li>3. Send out bi-weekly update emails to parents and staff.</li> <li>4. Refine the system for marketing and engaging parents for the parent volunteer system.</li> </ol>
4	Parent leadership	<ol style="list-style-type: none"> <li>1. Relaunch Parent Wave Representatives by hosting elections, orientation, and training. Support the design of a parent leadership calendar and prepare parents on how to access and spend the designated parent budget.</li> <li>2. Continue to support parent development and support with onboarding and sustaining parent leaders for: English Learner Advisory Committee (ELAC); Black/African American Parent Advisory Committee (BAAPAC); Gifted and Talented Education Parent Advisory Committee (GATE-PAC); Special Education SELPA Parent Representative.</li> </ol>
5	School-Home communication tool	Launch and implement a new parent communication tool (Bloomz), with coordination by the new Marketing and Outreach Manager.

**Goal 4:** Student Achievement for College and Career Readiness: We will support student achievement across multiple measures so that each learner can make progress towards high school completion and have opportunities to demonstrate college and career readiness.

*Goal 4 is aligned with State Priority 4 (Pupil Achievement) and with our WASC Goal 2 (College and Career Readiness), and elements of WASC Goal 1 (Support for All Learners). This goal builds on an area strength at Making Waves Academy: our high rates of high school graduation, and our college and career supports more generally.*

**Goal 4 Metrics** (how we measure success)

Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023–24
High school graduation rate	Original: 90% or higher graduation rate for seniors  Corrected: 4-year graduation rate: 93.8% (2019-20)  5-year graduation rate: 98.6% (2019-20)	4 year graduation rate: 88.5% (2020-21)  5-year graduation rate: 97.8% (2020-21)	Original: 95% or higher  Revised: 4-year graduation rate: 95% 5-year graduation rate: 98%
Drop-out rate	Original: less than 7% drop out  Corrected baseline: 1.2% (2019-20)	1.1% (2020-21)	<1%

<p>Post-secondary planning (Percent of graduates having a post-secondary plan across a range of pathways, including:</p> <ol style="list-style-type: none"> <li>1. Four-year college or university</li> <li>2. Community college</li> <li>3. Military enlistment</li> <li>4. Job program</li> <li>5. Current job or job offer</li> <li>6. Trade program or apprenticeship</li> <li>7. Gap year program)</li> </ol>	<p>2021-22: 98.8% (2019-20)  93.5% (2020-21)</p>	<p>n/a (first year of implementation of this metric)</p>	<p>95%</p>
<p>College and Career Indicator (CCI)</p>	<p>60.8% (2019)</p> <p>This metric is not currently published on the state Dashboard due to suspension of some elements during COVID-19.</p> <p>That said, a local projection shows that 37% of current</p>	<p>n/a (first year of implementation of this metric)</p>	<p>70% of graduates identified as being “prepared” on the College and Career Indicator (CCI) of the California Schools Dashboard</p>

	seniors might have qualified as “prepared” in CCI based on a combination of A-G completion and 2021 SBAC scores criteria. (2021-22)		
Early Assessment Program (EAP) results (SBAC Math and ELA results for 11th Grade)	MAP EAP: 40% (2019) 15.6% (2021)  ELA EAP: 78% (2019) 61.5% (2021)	n/a (first year of implementation of this metric)	Math EAP: 30%  ELA EAP: 70%
AP exam pass rates (% of AP test takers who passed with a score 3 or higher)	Original: 35%  Corrected: 34% (2018-19) 45% (2019-20)	21% (2020-21)	Original: AP Pass rate: 80%  Revised: AP pass rate: 30%
UC and CSU eligibility	CSU eligible: 2020-21: 82.7%	n/a (first year of implementation of this metric)	CSU-eligible: 75% or higher

	2021-22: 73.6%		UC-eligible: 60% or higher
	UC eligible: 2020-21: 74.4% 2021-22: 62.1%		
CTE Pathway Completion	1 completer (<1%) (2020-21)	n/a (first year of implementation of this metric)	5% of CTE participants in an academic year reach CTE completer status

#### Goal 4 Actions (what we will do to try to meet our goals)

Action #	Title	Description
[1]	Graduation Pathways	<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 and support for faculty and leaders regarding: upper school graduation requirements and college admissions criteria for UCs and CSUs; CTE opportunities for students; and the role and responsibilities of upper school advisors in supporting students progress toward graduation.</p> <p>3.Ensure the 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. Ensure new courses are UCOP approved.</p>

		<p>4. Plan for annual updates and reports to the school community, SSC, MWA Board, and CEO on graduation pathways and progress.</p> <p>5. Coordinate with EL Coordinator, Special Education Department, and Academic Intervention Services, to ensure that critical learner groups receive priority enrollment as needed.</p>
[2]	College/Career	<p>1. Provide training for faculty and staff on the state CCI, on developmentally appropriate college and career readiness topics, and our college and career access MWA scope and sequence.</p> <p>2. Provide for adoption of strategies that will support students in the development of essential skills and competencies for college and career readiness.</p> <p>3. Schedule annual presentations for families, AIS Team, SSC, MWA Board, and CEO to monitor, evaluate, and review school-wide performance on college and career readiness.</p> <p>4. Involve a wide range of faculty and staff in a process for gathering input on school-wide performance on college and career readiness with the purpose of identifying best practices and focus areas for future professional development.</p>
[3]	AP Exam	<p>1. Set goal of 80% or more of students taking AP courses signing up for and taking the exam.</p> <p>2. Set classroom observation schedule of AP courses to ensure fidelity to the AP curriculum and to assess proper pacing of the course.</p> <p>3. Provide for off-site and site-based training for faculty teaching AP courses.</p> <p>4. Provide for any online or additional materials to support faculty and students in preparing for AP exams.</p> <p>5. Monitor GPA progress in AP courses as part of AIS activities.</p> <p>6. Set a schedule for presenting results of AP exams to AIS, SSC, MWA Board, and CEO.</p> <p>7. Look at and use “AP Potential” data to inform decisions about courses to add.</p>

[4]	Post-Secondary Planning	Work with students and advisors to ensure that 95% or more of graduates have a post-secondary plan, which can include: 1. Four-year college or university; 2. Community college; 3. Military enlistment; 4. Job program; 5. Current job or job offer; 6. Trade program or apprenticeship; 7. Gap year program.
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**Goal 5: Student Engagement:** Support student engagement, increased student attendance, and retention of students at Making Waves Academy from 5th grade through high school graduation.

*This goal addresses State Priority 5 (Student Engagement) and aligns with parts of our WASC Goal 3 (Diversity, Equity, and Inclusion). This goal connects with an identified area of need: student attendance. Student attendance at MWA declined (and chronic absenteeism grew) during 2020-21 distance learning, and more so in 2021-22 (due in large part to COVID quarantines and other stressors related to the return to in-person instruction). This LCAP goal will allow us to chart progress and plan actions that lead to improved attendance in the coming years, as well as maintaining our strong rates of student retention at MWA.*

**Goal 5 Metrics** (how we measure success)

Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023–24
Average Daily Attendance [ADA] rates	Original: 95% ADA Corrected: 91.8% ADA (2020-21)  (internal data, no official ADA calculated during distance learning)	88.4% ADA (as of 3/7/22)	97% ADA
Chronic Absenteeism Rates (% who are absent more than 10% of school days)	7.3% (2018-19) 23.8% (2020-21)	49.3% (as of 3/7/22)	15.5%
8th Grade Retention Rates	Original: 85% or more of 8th graders matriculate to Upper School  Corrected:	96% of 8th graders matriculated to the upper school (2020-21)	Original: 90% or more 8th graders matriculate to upper school  Revised:

	97% of 8th graders matriculated to the upper school (2019-20)		95% or more 8th graders matriculate to upper school
Upper School Retention Rates	Original: 90% or higher retention rates from 9th-12th grades  Corrected: 98% retention rate in upper school (2019-2020)	96% Retention in upper school (2020-21)	Original: 90% retention rate in upper school  Revised: 96% retention rate in upper school

**Goal 5 Actions** (what we will do to try to meet our goals)

Action #	Title	Description
[1]	Attendance messaging and consistent practice	<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. Create and distribute marketing and messaging around the importance of attendance.</li> <li>4. Create and implement a school wide PBIS system tied to values that allows for students to be celebrated for making good choices, such as being on time to school and class.</li> </ol>

[2]	Attendance: SARB/SART process	Continue regularly notifying families of absences. Follow SARB guidelines to send notification letters and implement tiered responses to unexcused absences. Initiate family phone calls and schedule family meetings in a timely manner, to partner with families to identify barriers and needed support, to enable improved attendance.
[3]	Student Enrollment, Retention, and Transfers	<ol style="list-style-type: none"> <li>1. Continue to conduct student exit interviews and collect data on student transfers.</li> <li>2. Continue the new-student enrollment process to welcome new students into Making Waves.</li> </ol>
[4]	Student Activities Coordinator	Monitor and coordinate student activities (e.g., clubs, athletics, extracurriculars) to help build student engagement and investment at school.

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

*This goal aligns with State Priority 6 (School Climate), and aligns with our WASC Goal 3 (Diversity, Equity, and Inclusion). This goal also encompasses areas that our educational partners consistently highlight as important at Making Waves, such as our approach to holistic student services and social emotional learning. Educational partners (students, families, and staff) report that holistic supports, such as advisory, SEL, social worker and other clinician supports, are more important now than ever before, due to stressors related to the pandemic, the transition from distance learning and the return to in-person school, and other societal pressures that our students and families are facing.*

**Goal 6 Metrics** (how we measure success)

Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023–24
Professional Development calendar, meeting notes, and surveys	PD Calendar reflects Social Emotional Well-Being training for faculty and families.	2021-22 PD calendar reflects implementation of August training on Notice/Talk/Action protocol and on-going mindful education trainings throughout the year.	PD Survey data shows that stakeholders find training to be beneficial to practice and student outcomes.
Social Worker Student Survey	xx% of students who received on-going services reported the services helped them learn new strategies to manage their problems/concerns or led to a positive behavior change. (DATE) [In progress]	n/a (first year of implementation of this metric)	80% or more of students who received on-going services reported the services helped them learn new strategies to manage their problems/concerns or led to a positive behavior change.

Holistic Services Referrals	93% of students who were referred to the Holistic Services Department received support services or were connected with support services. (2021-22, as of 3/11/22)	n/a (first year of implementation of this metric)	95% of students who are referred to the Holistic Services department received support services or were connected with support services.
School Climate Survey	Original: 85% of students and parents indicate through the survey that MWA is safe, there is connection to the mission, and they feel seen and heard  Corrected: More than 60% of Wave Makers feel that MWA facilitates an environment where they feel safe, can be themselves, celebrated/praised, feel valued/important, and supported to address and resolve harm  (2020-21 local indicators)	California Healthy Kids Survey (typically administered biennially) was administered in March 2022, but we have not yet received results for this.  Internal School Climate Survey has not yet been administered this year.	Measure student and parent responses with respect to safety and connectedness with a goal of 80% or more of our students and parents feeling that MWA is safe, that they feel a strong connection to the mission, and they feel seen and heard.
Suspension Rate (% of students who were suspended for at least 1 day)	5.9% (2020-21)  0% (2020-21; distance learning)	2021-22 Suspension rates as of 12/17/21: Middle School: 5.4% (36 students)  Upper School: 3.4% (16)	< 5%

		students) All grades: 4.6% (52 students)	
Expulsion Rate	0.2% (2019-20) 0% (2020-21)	2021-22: 0% as of 12/17/21	0%

**Goal 6 Actions** (what we will do to try to meet our goals)

Action #	Title	Description
[1]	Social Emotional Learning	<ol style="list-style-type: none"> <li>1. Provide clear and consistent messaging on the Student Management System and Parent-Student Handbook.</li> <li>2. Implement the restorative justice practices and social-emotional framework practices (PMSC).</li> <li>3. Implement and align social-emotional, advisory, and Tier 1 classroom-based strategies and faculty/staff trainings.</li> <li>4. Provide for off-site and/or site-based professional development for Deans, staff, and other administrators to continue to refine their knowledge of discipline management techniques and social-emotional development.</li> </ol>

[2]	Advisory Curriculum	Purchase and implement a curriculum to use in advisory classes, in alignment with college access scope and sequence.
[3]	Safety and Connectedness [Data]	<ol style="list-style-type: none"> <li>1. Conduct semi-annual surveys of students and parents to gauge their sense of safety, mission alignment, and connectedness within the community.</li> <li>2. Share discipline (Deans) and social emotional well-being data (Social Workers) quarterly with MWA staff. Utilize socioemotional data during professional development with staff members to implement change and serve as foundation for instructional practices and the learning environment.</li> </ol>
[4]	Support Team [Social Workers]	<ol style="list-style-type: none"> <li>1. Maintain additional Social Worker, to help students and families connect with site-based and off-site service providers to seek targeted support.</li> <li>2. Provide for ongoing training of MWA Social Workers to be able to help address more severe student issues.</li> <li>3. Develop School Social Work intern program (pilot) to support the Social Worker department in building capacity to serve student needs.</li> </ol>
[5]	Student Support Referrals and Services.	Provide multi-tiered holistic supports through referrals from families, students, or teachers/staff-members trained in Notice-Talk-Act (NTA). Through the triage process, students may be connected with services based on level of need, including social worker support, Fruge Psychological Associates, or outside providers.
[6]	Campus Supervisors	Revitalize the campus supervisor position by implementing an updated job description which includes stronger collaboration with the Dean's Office, introduce a lead campus supervisor role, and expand the number of supervisors.
[7]	Behavior Data System	Implement new software for tracking behavior incidents and PBIS supports.

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

*Goal 7 aligns with State Priority 7 (Course Access). Where Goal 4 focuses on college and career readiness and the rate at which students progress towards high school completion, Goal 7 allows us to monitor the variety of courses that are offered on campus.*

**Goal 7 Metrics** (how we measure success)

Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023–24
Master schedule	<p>Ensure that students are enrolled in courses that are aligned with MWA requirements for middle school promotion and upper school (high school) graduation.</p> <p>Middle school: 100% (2019-20)</p> <p>Upper school: 100% (2019-20)</p>	<p>Middle school: 100% of middle school students are taking courses that fulfill local requirements for 8th grade promotion (2021-22)</p> <p>Upper school: 97.4% of upper school students are taking courses that fulfill local requirements for high school graduation (including coursework that is consistent with a-g requirements for UC/CSU eligibility, exceeding the minimum state requirements)</p>	100% of students are enrolled in courses at the middle school that meet the state criteria for “course access” and at the upper school (high school) that meet and/or exceed MWA graduation requirements (consistent with A-G requirements for UC/CSU eligibility) through offering a viable but varied set of differentiated courses.

		(2021-22)	
CTE course enrollment	Original: 10% or more will be enrolled in CTE designated courses.  Corrected: 31% CTE participation (AY 2019-20 in 2021 SARC)	27% CTE participation (AY 2020-21 in 2022 SARC)	Original: 10% or more will be enrolled in CTE designated courses  Revised: 30%

**Goal 7 Actions** (what we will do to try to meet our goals)

Action #	Title	Description
[1]	Course access	<ol style="list-style-type: none"> <li>1. Plan for and ensure the daily schedule is “guaranteed and viable.”</li> <li>2. Continue to refine and develop offerings in the middle school and upper school.</li> <li>3. Ensure course offerings and master schedule reflect access, programming, and targeted specialized support for EL, IEP, Intervention, and GATE.</li> <li>4. Annually audit the master schedule to assess its viability and make proposals for new courses to be added or taken away as a result of analysis.</li> </ol>
[2]	Alignment of course offerings	Ensure that the master schedule allows for each content area to have a common preparation period to allow for teacher preparation, collaboration, and vertical alignment.

[3]	Expand course offerings	<p>1. Continually adapt our course offering to optimize for 1) a “guaranteed and viable” schedule that allows for a-g completion in a timely manner; 2) input from educational partners; and 3) the labor market and our school’s ability to find and nurture talent.</p> <p>2. Create a plan for potentially expanding courses in: (1) languages other than English, with special attention to offering Spanish in the middle school and offering more diverse languages in the upper school; (2) visual and performing arts (VAPA); Career Technical Education (CTE).</p> <p>3. Create a plan for expanding courses through a dual enrollment partnership with a post-secondary institution.</p>
[4]	Career and Technical Education (CTE)	<p>1. Continue providing options for students to take CTE or career-themed courses.</p> <p>2. Continue providing instructional materials and supplies for CTE or career-themed courses.</p> <p>3. Continue providing interdisciplinary collaboration time for CTE or career-themed teachers with teachers of other subject areas.</p>

**Goal 8: Academic Growth: Support all learners to enable growth in academic student outcomes.**

*Goal 8 aligns with State Priority 8 (Other Pupil Outcomes) as well as some metrics in State Priority 4 (Student Achievement). It also aligns with our WASC Goal 1 (Support for All Learners). This goal helps us to focus on enabling growth in our students’ academic outcomes, as measured by their success on state assessments (e.g., CAASPP) and grades (GPAs) in their courses. In creating actions to help us achieve the desired outcomes for these metrics, we looked*

*to address identified needs, such as decrease in number of students demonstrating proficiency on state assessments, during the pandemic, and our attempts to refine and expand our offerings in Tier 1 instruction, in Tiers 2 and 3 interventions, and in supporting students with disabilities. We bring these to this goal so that we can support all of our learners in growing as scholars who demonstrate academic excellence and our value of scholarship.*

**Goal 8 Metrics** (how we measure success)

Metric	Baseline	Year 1 Outcome	Desired Outcome for 2023–24
CAASPP Scores for English and GPAs for English	Original: 50% for the Middle School and 70% for the Upper School pass SBAC and have GPAs above 2.7  Corrected: Overall: 50% proficient Middle School: 46%  Upper School: 78% (2018-19 ELA SBAC)  ELA GPA: 2.05  (2020-21 Semester 2)	Overall: 39% proficient Middle School: 36% Upper School: 58% (2020-21 ELA SBAC)  ELA GPA: 2.63  (2021-22 Semester 1)	ENGLISH: 70% for the Middle School and 80% for the Upper School pass the SBAC and have GPAs above 2.7.
CAASPP scores for Math and GPAs for Math	Original: 25% for the Middle School and 40% for the Upper School pass SBAC and have GPAs above 2.7  Corrected: Overall: 26% proficient Middle School: 24%	Overall: 16% proficient Middle School: 16% Upper School: 15% (2021-22 Math SBAC)  Math GPA: 2.79  (2021-22 Semester 1)	Original: MATH: 50% for Middle School and 70% for Upper School pass the SBAC and have GPAs above 2.5  Revised:

	<p>Upper School: 40% (2018-19 Math SBAC)</p> <p>Math GPA: 2.35 (2020-21 Semester 2)</p>		<p>MATH: 30% for the Middle School and 50% for the Upper School pass the SBAC and have GPAs above 2.7.</p>
<p>CAASPP Scores for Science and GPAs for Science</p>	<p>Original: 50% for the Middle School and 70% for the Upper School pass SBAC and have GPAs above 2.7</p> <p>Corrected: Overall: 22% proficient Middle School: 20% Upper School: 29% (2018-19 CAST)</p> <p>Science GPA: 2.12 (2020-21 Semester 2)</p>	<p>Overall: 20% proficient Middle School: 19% Upper School: 24% (2020-21 CAST)</p> <p>Science GPA: 2.85 (2021-22 Semester 1)</p>	<p>Original: SCIENCE: 50% for the Middle School and 70% for the Upper School pass the SBAC and have GPAs above 2.5.</p> <p>Revised: SCIENCE: 30% for the Middle School and 50% for the Upper School pass the CAST and have GPAs above 2.7.</p>
<p>GPAs for Social Science</p>	<p>Original: 50% for the Middle School and 70% for the Upper School pass SBAC and have GPAs above 2.7</p> <p>Corrected: Social Studies/History GPAs: 2.24 (2020-21 Semester 2) (there is no SBAC for Social Studies)</p>	<p>Social Studies GPA: 2.92 (2021-22 Semester 1 )</p>	<p>Original: SOCIAL SCIENCE: 50% for the Middle School and 70% for the Upper School pass the SBAC and have GPAs above 2.5.</p> <p>Revised: Average Social Studies/History GPAs above 2.7</p>

<p>Health and Wellness grades and Physical Fitness Test (PFT) scores</p>	<p>Original: 70% or more will pass the annual Physical Fitness Test and have GPAs above 2.5</p> <p>Corrected: 2018-19 PFT: % of students who met 4 out of 6 Fitness Standards: 5th: 27.4% 7th: 28.6% 9th: xxxx</p> <p>Health and Wellness GPAs: 2.81 (2020-21 Semester 2)</p>	<p>PFT suspended in 2019 and 2020.</p> <p>In 2021-22 xx% of our eligible students (5th, 7th, and 9th grade) participated in the PFT. (No “pass” rates available for this year due to statewide changes).</p> <p>[In progress]</p> <p>Health &amp; Wellness GPA: 3.36 (2021-22 Semester 1)</p>	<p>PHYSICAL FITNESS: 90% or more will pass the annual Physical Fitness Test and have GPAs above 2.5.</p>
<p>Foreign Language grades and course completion</p>	<p>Original: 80% of Upper School students will take and pass foreign language classes needed for a-g and have GPAs above 2.5</p> <p>Corrected: 2020-21 S2 Foreign Language GPA: 3.00</p>	<p>Foreign Language GPA: 3.16 (2021-22 Semester 1)</p>	<p>80% of Upper School students will take and pass foreign language classes needed for a-g and have GPAs above 3.0</p>

**Goal 8 Actions** (what we will do to try to meet our goals)

Action #	Title	Description
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[1]	Tier 1 instruction	All teachers will continue to use a research-based MWA unit plan format, which cites standards, criteria for success, accommodations, modifications, etc. for each lesson. Teachers will collect work samples from critical learners and meet with Content Leads to discuss strategies to support students towards mastery.
[2]	Academic interventions	Academic intervention will be provided to all students in a timely and systematic manner based on MWA's criteria for tiered intervention services. Tiered services will be embedded into core day instruction as well as during DTI and Marlin Hour. The full instructional team will attend training in the core components of our teaching and learning cycle as well as our approach to strengths-based academic intervention.
[3]	Educational software	Continue providing all critical learners with additional English language arts support through access to the individual learning platform, LEXIA. All wave-makers will continue to have access to IXL, an individual learning platform designed to provide individual learning paths for supplemental math support.
[4]	Assessment tools	Create an assessment calendar and testing framework to ensure 95% of Wave-Makers complete each diagnostic assessment (STAR and MAP) and well as interim assessments in math and ELA (IAB and ANET).
[5]	Progress monitoring and data analysis	Teachers will utilize their student assessment data, within our teaching and learning cycle, to modify their approach to instruction and provide targeted intervention for students identified to receive additional support toward grade level proficiency.
[6]	Extended learning	<p>The Academic Support Services Team works in collaboration to create Summer Academy programming that provides students with early exposure and targeted academic intervention, in preparation for the upcoming academic year. Over the summer, upper school students have the opportunity to recover credits in alignment with their individualized graduation plans.</p> <p>Acceleration Academies and the middle school afterschool program provide Wave-Makers with additional opportunities for academic support and the opportunity to practice the application of the skills and concepts taught during the core day.</p>

[7]	Special Education	The special education department is preparing to pilot a reading intervention program designed to support older students learn the fundamentals of reading.
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