

# 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)

[LCFF Evaluation Rubrics](#): 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 serves about 800 students. About 85% of MWA families qualify for Free & Reduced Meals and approximately 95% of students are Latino or Black. MWA accepted its first cohort, or "wave" of 100 fifth grade students in August of 2007. The graduates were promoted in June of 2015. 100% of those earning their high school diploma that year were admitted to college; 70% in four-year schools and 30% in two-year schools. Nearly all of MWA's graduates are the first in their family to go to college.

MWA received its six-year Western Association of Schools and Colleges (WASC) accreditation renewal beginning in the fall of 2014 and successfully completed its mid-cycle review in the fall of 2016. 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. We have aligned this year's SPSA and LCAP.
2. The academy 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.
3. The Upper School has expanded the Career and Technical Education, College and Career Readiness programs.
4. The Academy has expanded Academic Support, Advanced Placement and acceleration programs.
5. We have focused on capacity building of teacher-leaders, mid-level administrators, and parent leaders.
6. We have updated our goals to include the support of English Language Learners, and African American students in terms of math and English achievement and decreasing our suspension rates.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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;

- Stakeholder feedback and participation has increased 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.
- The SSC increased the number of student participants, which is reflective of our goal to include more student voice. Through adding more trainings to the SSC process, both newer and returning members felt more comfortable about their ability to contribute meaningful input. We will continue the efforts to include parent and student voice in these, and similar processes.
- Through following the plan to hire an English Language Development Coordinator, and implementing a Structured English Immersion program, 87 students were reclassified as being proficient in English. This is the highest reclassification rate that the school has ever achieved. Additionally, we held a celebration in the Spring of 2017 to honor their achievement.
- Our English Learner performance increased significantly by 17.2%, helping us achieve a blue status of 99.1%.
- 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.
- At the Upper School, students now have expanded course options and additional systems in place to alert them of their progress with respect to high school graduation and college-readiness. In effect, there are better feedback loops to raise alerts sooner for students who are not on track.
- We had a slight increase of the percentage of students gaining admission to and choosing to enroll in four-year colleges versus two-year colleges, from 70% to about 75%.
- We are in the green for student graduation rate indicators, and are proud of attaining a high status for socioeconomically disadvantaged students, with an increase of 3.6% for a total status of 90.3%

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 by involving all stakeholders, especially parents, and supporting all of our students in achieving the mission of graduating from college.

Referring to the LCFF Evaluation Rubrics, 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

All of the data below is reflected in the Fall 2017 California School Dashboard data.

- Our overall suspension rate of 9.5% is high and has increased significantly by 4.6%, placing us in the red for all students. Suspension rates for English Learners are in the orange, at 6.1%. the remaining groups are in the red, with Hispanics at 8.3%, Socioeconomically Disadvantaged students, at 9.8%, Students with Disabilities at 12.2%, and African American students at 18.7%.
- 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.

- 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 prior to the publishing of the California Dashboard. Through our process, we identified that of our low-income students, African American students were still lagging behind their peers academically in aggregate. In ELA, African American students were 65.1 points below level 3 and Hispanic students were 26.2 points below level 3 in comparison to socioeconomically disadvantaged students being 28.4 points below level 3, and all students being 27.8% 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 2017-18 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 orange, at 79.7 points below level 3. English Learners and African American students are in the red for mathematics performance, at 95.3 points below level 3 and 120.5 points below level 3, respectively. Hispanic students are 78.4 points below level 3 and socioeconomically disadvantaged students are 81.3 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.

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, 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 LCFF Evaluation Rubrics, 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 areas are in math for English Learners and African American students; we are in the red for both areas with English Learners being 95.3 points below level 3 and African American students being 120.5 points below level 3.
- The African American group and the English Learners need 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.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

### Increased or Improved services

Based on systematic quarterly and reviews of academic data, attendance, discipline data, surveys, and stakeholder input, Making Waves Academy will commit to the following additions, systems, or practices to increase or improve services for low-income and foster youth:

- Adopt a vertically-aligned, Middle School to Upper School intervention services model and sequence to provide targeted support to tiered learners, cultivate post secondary pathways awareness, adhere to the model, and regularly monitor programming.
- Engage English and Math Departments and parents to collaborate to encourage college readiness on the Smarter Balanced Assessment.

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$1,618,124.00
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$1,618,124.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

- Expenditures that are not included in the LCAP are primarily operational costs that contribute to schools overall function:
1. General supplies such as paper, pencils, toner, and other miscellaneous office supplies
  2. Copier lease, rental leases, and contracts with service providers for Wi-Fi/ Internet access, phone services, as well as operating expenses such as utility costs
  3. Student Transportation cost, student food cost, intervention, psychologists, and some special education cost
  4. Career Technical Education program, students field trips, and computers

**DESCRIPTION**

Total Projected LCFF Revenues for LCAP Year

**AMOUNT**

\$1,618,124.00

# Annual Update

LCAP Year Reviewed: **2017-18**

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

### 17-18

- Refine the plan for checking teacher credentialing during the recruitment and selection process as well as develop 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

We checked teacher credentialing during the recruitment and selection process as well as develop an annual credential review schedule.

- Materials for core classes are on the State Adopted List and meet the criteria for state approved materials.
- Facilities meet safety and maintenance criteria set forth by federal, state, and local regulations.

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 in obtaining their teacher credential and/or keeping credentials current.</li> <li>2. Provide explicit support for teacher interns and teacher residents to earn their credential.</li> <li>3. During the recruitment and selection process, ensure evidence of credential is provided and up to date.</li> <li>4. Share updated credential information with our authorizer annually in October.</li> <li>5. Follow the process for annual review of faculty files and credentialing information.</li> </ol>	<p>Completed 1, 2, 4, &amp; 5. 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.</p>	<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 \$20,000</p>	<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 \$20,000</p>

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SUBPRIORITY B – INSTRUCTIONAL MATERIALS</p> <p>A. Distribute the State Adopted List of textbooks annually in January to the Division Directors and Content Leads for review.</p> <p>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.</p> <p>C. Allow for budget review and approval process to include MWA Board review that instructional materials proposed are compliant with state adoption criteria.</p> <p>D. Follow a similar process for the review and adoption new state curriculum for science and history materials and textbooks.</p>	<p>Successfully and fully met the goals for A-D including establishing a curriculum review committee composed of board members to review curricular choices and materials.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$75,000</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$60,000</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$75,000</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$60,000</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SUBPRIORITY C – FACILITIES</p> <p>A. Schedule for routine maintenance of key structural, equipment, appliance, and operational elements of the facility.</p> <p>B. Schedule regular inspections of key structural, equipment,</p>	<p>Under the direction of the Director of Operations, the facilities plan was followed and a mid-year update was presented to the School Site Council.</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 \$21,500</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$15,000</p>

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, equipment, or appliances integral to the facility.

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$100,000

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$100,000

## 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 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.

We have established a Teacher Residency Program and hired a Director of Teacher Residency to ensure that we maintain an internal pipeline of qualified instructors.

# Annual Update

LCAP Year Reviewed: **2017-18**

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**

- budget
- ELD training scorecard
- EL Progress Monitoring Scorecard

Actual

Develop an implementation plan that includes state monies allotted to MWA in the areas of equipment, materials, and training.

- Developed and 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
- Developed and implemented 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

Expected

Actual

**17-18**

- Develop an implementation plan that includes state monies allotted to MWA in the areas of equipment, materials, and training.
- Develop and 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
- Develop 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

**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
SUBPRIORITY A – CCSS IMPLEMENTATION 1.Ensure the plan addresses the following elements:	The majority of the Implementation plan was executed – training occurred throughout the year on Fridays as part of the annual professional development calendar	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000

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 School Site Council regarding results and data involving student performance .

in addition to external workshops and training attended by teachers, coordinators and other staff. Classroom observations were scheduled and conducted at regular intervals, and the Division Directors made presentations to the Board and School Site Council regarding the process.

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$20,000

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$20,000

5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$20,000

5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$20,000

**Action 2**

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>SUBPRIORITY B – EL STUDENTS &amp; ACADEMIC CONTENT KNOWLEDGE</p> <p>1.Support the English Language Development coordinator in overseeing and managing this area school wide.</p> <p>2.Develop a schedule for site-based and off-site training for the English Language Development Coordinator and faculty.</p> <p>3.Develop a schedule for ongoing formal &amp; informal evaluation and feedback.</p> <p>4.Develop a teacher evaluation tool that addresses the use of adopted ELD best practice instructional strategies.</p> <p>5.Share agreed upon best-practice ELD strategies through presentations to the MWA Board, CEO, and AIS group annually.</p>	<ul style="list-style-type: none"> <li>We hired a new ELD Coordinator after the former one resigned at the end of the school year in June 2016. The new ELD Coordinator implemented the ELD plan and then transitioned into being the current Director of Curriculum and Instruction during the 2017-2018 academic year.</li> <li>Training occurred for EL staff and faculty throughout the year.</li> <li>Classroom observations and feedback was given by the ELD Coordinator as well as the Middle School Director and DCI. Teachers also engaged in peer observation and feedback cycles.</li> <li>Developed a teacher ELD Walkthrough form</li> <li>Best practice strategies were shared and implemented.</li> </ul>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$80,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$38,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$80,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$38,000</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 English Language Proficiency Assessment Training of faculty and administrators and</p>	<p>The English Learner Plan was implemented with fidelity and revised.</p> <p>ELD Coordinator will train test administrators on upcoming ELPAC.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000</p>

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.

- Next year we will focus on adopting ELD Best Practices focused on the ELD Standards and it's curriculum.
- Presented to AIS once a year and ELD Updates were included in the Directors 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.

The CELDT was administered. 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.

No changes were made to the goal.

# Annual Update

LCAP Year Reviewed: **2017-18**

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

Promote parent participation and increase parental involvement, including efforts to seek parent input for making decisions that impact the school

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

### 17-18

- Provide more opportunities, training, and support for meaningful, mission-aligned activities through parent education opportunities and staff support that results in a "good" to "excellent" level rating on an end-of-the year parent survey in May.
- Promote parent involvement on the School Site Council, English Language Advisory Committee, board of directors, and other relevant parent groups.
- 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.

Actual

MS and US Administration and Deans continue to seek input 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 (SSC) present regularly at monthly parent meetings. Key administrators also present at SSC meetings as well as monthly parent meetings which helps parents to remain informed regarding the school's progress. The addition of a Parent/Guardian Engagement Coordinator has also supported with these efforts.

Expected

Actual

**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

**Actions / Services**

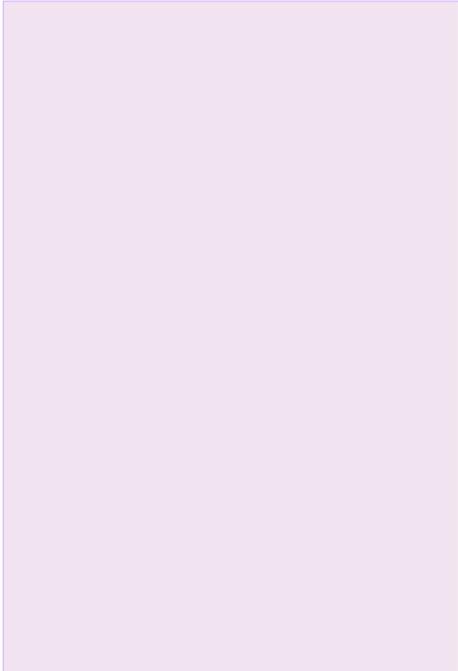
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**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. Hired a Parent/Guardian Engagement Coordinator.</li> <li>2. Implement ways to link academic learning to family histories and culture.</li> <li>3. Maintain current engagement in 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>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</li> </ol>	<p>MS and US Administration and Deans continue to seek input 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 (SSC) present regularly at monthly parent meetings. Key administrators also present at SSC meetings as well as monthly parent meetings which helps parents to remain informed regarding the school's progress. The addition of a Parent/Guardian Engagement Coordinator has also supported with these efforts.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$54,000</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$54,000</p>

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.



**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SUBPRIORITY B – PROMOTING PARENT PARTICIPATION</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Update and refine campus signage and promotion materials for parent meetings, School Site Council meetings, and events.</li> <li>3. Maintain a publicly accessible parent information bulletin board</li> </ol>	<ul style="list-style-type: none"> <li>• Some automated systems have been implemented, including using PoweSchool, Automated Telephone Messages, mass text-messaging and other electronic means of communication regarding student progress and school initiatives.</li> <li>• Monitors in both the middle school and upper school front offices were installed with a running scroll of school-wide information about upcoming events.</li> <li>• The website is being updated to use more functionality that</li> </ul>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p>

as well as an online bulletin board on the school's website.

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.

allows for access to a parent portal on the system.

- More progress needs to be made to bolster meaningful parent engagement. Parents are eager to support but need more organization. The former part-time Parent Engagement Coordinator resigned early in the school year. We have hired a full-time Parent/Guardian Engagement Coordinator to better address this goal.

## 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.

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.

The expectation that the parent engagement coordinator present to the school site council was eliminated as a result of a change in the vision for the role and a refinement of the scope of the position.

# Annual Update

## LCAP Year Reviewed: 2017-18

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) as we transition from CELDT to ELPAC
- E. English Learner reclassification rate
- F. Percentage of students who have passed an AP exam with a score of 3 or higher
- G. Percentage of students 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**

- tracking student course completion
- ELD proficiency and reclassification rates
- AP tests -- scores of 3 or above
- EAP number of students qualifying as college ready

**17-18**

- 90% or more of MWA students successfully complete requirements for UC/CSU and CTE courses, which is 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, the CAASPP, and English 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 as being college ready.

**Baseline**

- 10% or more of EL students meet or exceeding targets for reclassification (new criteria have been established for reclassification)
- 10% or more are reclassified by the end of the school year
- 30% or more pass the AP exam
- 50% or qualify as college ready based on the EAP

Actual

In the spring of 2017, we held our first English Language Reclassification ceremony. 87 students spanning 5th-12th grade were celebrated for formally being reclassified. We had the highest number of 5th graders achieve EL reclassification in our school's history. Historically about 50% of the incoming 5th grade class are designated as English Learner students. The new English Language Proficiency Assessment for California will be implemented in place of the CELDT.

The Upper School's CTE programming is currently in its first year of implementing a health science CTE pathway. Upper School Faculty have received training on career readiness skills and the role of extracurricular activities in preparing students for CTE pathways. An area of growth is continuing to market and publicize CTE programming and opportunities to all stakeholders.

Upper School Advisors attend monthly meetings with the Director of the CCC to receive training and updates on implementing advisory activities, which drive growth in the areas of college and career readiness for all students.

100% of MWA Upper School students are matriculated in A-G approved courses that ensure their opportunity to graduate and receive a diploma within 4 years. The MWA diploma ensures the fulfillment of minimum coursework requirements for UC and CSU eligibility.

## 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 –: ELA / LITERACY AND MATHEMATICS</p> <ol style="list-style-type: none"> <li>1. Present data, analysis, progress and challenges to the Academic Intervention Services Team, the School Site Council, the MWA Board, and the CEO.</li> <li>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.</li> <li>3. Set specific instructional strategies for the teaching of ELA and math, especially for English Language Learners . Set specific growth targets for student achievement in ELA and math.</li> <li>4. Analyze and develop a plan for an ongoing and sustainable Accelerated Academy.</li> <li>5. Provide increasingly intensive interventions for students that need extra support utilizing the RTI@Work (Response to Intervention) framework.</li> <li>6. Provide core-day intervention services program.</li> </ol>	<p>#1-2 occurred in foundational academic years and will be eliminated in subsequent years.</p> <p>The Academic Intervention Services (AIS) team reviewed and analyzed student performance data twice each quarter, evaluating program effectiveness in regards to critical subgroups of students.</p> <p>Faculty and administrators attended Professional Development for CCSS on-site and off-site.</p> <p>Intervention Services and academic support were provided to Upper School students via Interventionist (new position) case management, Marlin Hour, and the Student Success Program (SSP). Led by the Intervention Services Coordinator, MWAUS hired an Interventionist to provide intervention via pull-out, push-in, and case management services during the core instructional day, while the SSP Lead and SSP tutors provide supplemental support through the afterschool program.</p> <p>In the Middle School, students received intervention and academic support on a daily basis through the Differentiated Tiered Instruction program, led by an in-</p>	<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 Supplemental and Concentration \$10,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$45,000</p>

house Intervention Services Coordinator (new position). The Middle School also hired interventionists to provide small group supports within the core day, and after school.

MWA no longer contracts direct intervention services to external service providers.

MWA continues to use the Springboard framework as the standard instructional strategy for teaching ELA and math. ELA and math instructors set specific growth targets for students on a semesterly basis.

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000
		1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$32,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$32,000

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SUBPRIORITY C – UC / CSU COURSE REQUIREMENTS (OR CTE)	The College & Career Center (CCC) is currently in the process of piloting individual pathway plans for all Upper School students that monitor their progress towards	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,000

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.

college readiness, including indicators as measured by the criteria outlined by Chicago Public School's new graduation requirement, which necessitates that each graduate demonstrates their post-secondary plan. The CCC also benchmarks each student's progress towards completing MWA graduation requirements through a twice yearly credit standing report and progress monitoring process.

Upper School Faculty receive on training on Upper School graduation requirements and college admissions criteria at least twice yearly.

The Upper School's CTE programming is currently in its first year of implementing a health science CTE pathway. Upper School Faculty have received training on career readiness skills and the role of extracurricular activities in preparing students for CTE pathways. An area of growth is continuing to market and publicize CTE programming and opportunities to all stakeholders.

Upper School Advisors attend monthly meetings with the Director of the CCC to receive training and updates on implementing advisory activities, which drive growth in the areas of college and career readiness for all students.

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$24,000

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$24,000

8. Insure new courses are UCOP approved.

100% of MWA Upper School students are matriculated in A-G approved courses that ensure their opportunity to graduate and receive a diploma within 4 years. The MWA diploma ensures the fulfillment of minimum coursework requirements for UC and CSU eligibility.

The MWA Board, School Site Council, CEO and MWA Families (via monthly parent meetings) receive regular updates and reports from the Director of College and Career Counseling on the above.

All MWA proposed new courses are submitted to UCOP and receive A-G approval for the current academic year.

**Action 4**

**Planned 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

**Actual Actions/Services**

After the ELD Coordinator resigned to attend graduate school in the spring of 2016, the newly hired ELD Coordinator came on board and implemented and revised the newly approved EL Plan. She has presented to the MWA Board, School Site Council, as well as other stakeholder groups – including families and the faculty from both the MS and US. Subsequently the ELD Coordinator was promoted to become the Director of Curriculum and

**Budgeted Expenditures**

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

**Estimated Actual Expenditures**

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

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.

Instruction for the middle school in the Fall of 2017, and supervises the new English Language Development Coordinator, and provides stability and continuity for the program.

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>SUBPRIORITY E – EL RECLASSIFICATION RATES</b></p> <ol style="list-style-type: none"> <li>1. Create a “guaranteed and viable” ELPAC testing schedule.</li> <li>2. Insure annual training of EL Coordinator, faculty, and staff is provided.</li> <li>3. Create milestones throughout the school year that act as indicators of progress towards meeting and exceeding annual growth targets.</li> <li>4. Present updates to parents, AIS Team, SSC, MWA Board, and CEO.</li> </ol>	<p>Progress was made in creating a testing schedule after a slow start for 2016-17. Milestones were met and stakeholder groups were updated on the progress. In the spring of 2017, we held our first English Language Reclassification ceremony. 87 students spanning 5th-12th grade were celebrated for formally being reclassified. We had the highest number of 5th graders achieve EL reclassification in our school’s history. Historically about 50% of the incoming 5th grade class are designated as English Learner students. The new English Language Proficiency Assessment for California will be implemented in place of the CELDT.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000</p>

### Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

100% of students enrolled in AP courses signed up for the AP exams in Spring 2017.

Approximately 90% of students enrolled in AP courses took the corresponding AP exam in Spring 2017.

AP course fidelity checks occur within the context of division-wide classroom observations performed by the Upper School Director. Upon hiring a Director of Curriculum and Instruction, Upper School will implement additional targeted observations and fidelity evaluations for AP courses.

All returning Upper School AP instructors have attended an off-site College Board AP course Professional Development conference. AP instructors that are new to Upper School will attend the College Board conference by the end of this academic year.

Online and supplemental course materials are available to AP Instructors and students via additional textbooks offered and online curriculum linked to the course textbook. Upper School offers additional support for AP students through "Marlin Hour", an hour long non-credit bearing period for differentiated instruction, as well as Saturday Academy AP review sessions occurring 3 times throughout the year.

1000-1999: Certificated  
Personnel Salaries Supplemental  
and Concentration \$15,000

1000-1999: Certificated  
Personnel Salaries Supplemental  
and Concentration \$15,000

AP GPA progress as well as the results of the spring AP exams are monitored by AP instructors in conjunction with the Upper School Director and the Director of College & Career Counseling. The results of spring AP exams are posted on the Upper School Data Wall in the fall, and students that receive a passing grade on AP exams are identified and celebrated as "AP All Stars". Faculty members that teach AP courses convened at the beginning of the school year to analyze the previous academic year's AP exam results and to utilize this data to inform their AP course instruction, planning, and assessments.

The AP potential tool is used to identify which AP courses are appropriately challenging for MWA students. MWA currently offers the following AP Courses: AP Calculus AB, AP Statistics, AP Psychology, AP US History and AP Government.

**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>In September 2017, the Upper School Director facilitated three trainings for US Faculty on the EAP. The first training was for ELA faculty, the second training was for Math faculty, and the third training was for all faculty on the</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000</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.

impact of the EAP on students' post-secondary pathways.

Upper School supports the adoption of cross-curricular instructional strategies to support the development of essential skills to perform proficiently on the EAP exam via the following: common planning time for each department that also allows for interdisciplinary collaboration time; the independent reading initiative promoted by the English Department; the use of SpringBoard curricular instructional strategies by the English and Math Departments; and grade-level collaboration time focusing on key areas for skill development for each grade level.

Formal and informal classroom observations monitor fidelity to curriculum and instructional practices adopted by Upper School as the areas of focus for the year.

Parents and families, the AIS Team, the SSC, the MWA Board and the CEO all receive a yearly report and presentation on student CAASPP performance data from the previous year.

Families have been introduced to the College and Career Counseling department.

# 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.

Progress was made in creating a testing schedule after a slow start. Milestones were met and stakeholder groups were updated. In the spring, we held our first EL Reclassification ceremony. About 87 students spanning 5th-12th grade were celebrated for formally being reclassified. We had the highest number of 5th graders achieve EL reclassification in our school's history. Historically about 50% of the incoming 5th grade class are designated as EL students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimate actual and budgeted are inline.

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 California School Dashboard system has replaced the Academic Performance Index as the measure of student performance and growth. As such, the school has worked to inform stakeholders about the new system. The Data and Assessment Coordinator conducted a training for senior leadership and other stakeholders regarding the introduction of the system. Teachers were introduced to the system in a professional development training and had the opportunity to compare the preliminary data to the updated data in the Fall. Our progress toward our goals will be bolstered by the targeted support of the Director of Curriculum and Instruction as well as through the growth of the intervention program by adding an in-house interventionist who reports to the Academic Intervention Coordinator in the middle school.

# Annual Update

LCAP Year Reviewed: **2017-18**

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:

- 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

Attendance continues to be an area of focus for Upper School, with an average daily attendance rate between 95 and 98%. Several factors impact US attendance rates, such as local or national protests and demonstrations, and family trips or obligations outside of the U.S. during key points during the school year. As such, 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 run in collaboration by the Upper School Deans of Students, Social Worker, and Registrar's Office. Trainings on attendance and the SARB process are

### Expected

#### 17-18

- 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

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. The Upper School is currently in the process of identifying criteria and mechanisms for acknowledging student and parent attendance improvement.

## 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

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	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>Items #1-2 occurred and appear to be well adopted. We will remove these as goals in subsequent drafts of the LCAP. We continue to find ways to recognize and publicize attendance. Both the Middle School and Upper School are currently in the process of identifying criteria and protocols for celebration of various attendance achievements, including perfect attendance, improvements in attendance, and attendance achievements by wave. Both schools also have various means of displaying and celebrating attendance data, including bulletin boards, updates in the school's daily newsletter, and announcements on television monitors in the Front Office. Attendance data is routinely shared with parents during monthly parent meetings, as well as education regarding the SARB process and legally excused absences. Our Middle School Director was recognized by the Contra Costa County Office of Education for her leadership in the area of attendance and for her adoption of best practices for student attendance. We have had few student transfers this year.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$55,000</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

**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.

- Attendance continues to be an area of focus for Upper School, with an average daily attendance rate between 95 and 98%. Several factors impact US attendance rates, such as local or national protests and demonstrations, and family trips or obligations outside of the U.S. during key points during the school year. As such, 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 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. The Upper School is currently in the process of identifying criteria and mechanisms for acknowledging student and parent attendance improvement.

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$30,000

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$30,000

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$15,000

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$15,000

**Action 3**

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

**SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES**

Transfer requests have gone down but data is still being collected by the Registrar.

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$50,000

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$50,000

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.



**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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 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</li> </ol>	<p>The College and Career Counseling Center (CCC) has implemented programming that pilots individual "College and Career Readiness Plans" utilizing key data indicators, as well as programming that promotes social-emotional development and progress monitoring through the advisory program.</p> <p>The Upper School Credit Standing process occurs twice yearly at the beginning of each semester. Students receive notifications that clearly outline their progress towards graduation, their credit standing status, and any required courses that must be recovered in order for students to be on path towards graduation. All Upper School Faculty and key Upper School Leadership team members play a role in this process.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$27,930</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$27,930</p>

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.

Upper School uses a tiered intervention system to flag "students of concerns" using a triangulation of data, and students enter and exit academic intervention support each quarter. Upper School's Academic Intervention Services Coordinator has developed a multi-faceted intervention and academic support system including case management by a trained interventionist for high-need students; academic intervention courses offered during the core day for students identified as Tier 2 or Tier 3 in English and Math; AP academic support courses; and an after-school program that offers tutoring to all students.

Upper School is currently in the process of identifying the criteria and process for recognizing students with significant GPA gains that are not recognized via the Honor Roll recognition process.

Annual graduation rate, GPA performance and student success data is shared and discussed at Board meetings, AIS meetings and SSC meetings.

## Action 5

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

**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 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

Same as Drop-out Prevention section above.

Less students were not on track to graduate during AY 2016-2017 than in previous school years. Over the past two years, 5-6 seniors each year were not on track to graduate in the spring. As of June 2017, there were only 4 seniors not on track to graduate with their class. As of Fall 2017, three of those seniors had successfully completed their credit recovery during summer school. The one remaining senior has continued as a 5th year senior.

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$35,000

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$35,000

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.

## 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 Upper School, with an average daily attendance rate between 95 and 98%. Several factors impact US attendance rates, such as local or national protests and demonstrations and family trips or obligations outside of the U.S. during key points during the school year. As such, 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 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. The Upper School is currently in the process of identifying criteria and mechanisms for acknowledging student and parent attendance improvement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimate actual and budgeted are inline.

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 were made to this goal.

# Annual Update

LCAP Year Reviewed: **2017-18**

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

MWA achieved including the Student-Parent Handbook inside of student planners for the 2017-2018 school year so that students and parents can readily access information regarding school policies and procedures. 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,

Expected

**17-18**

- 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 Professional Development records
- 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

Actual

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.

**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

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.
4. Provide for school Social Worker to help students and families connect with site-based and off-site service providers to seek targeted support.

MWA achieved including the Student-Parent Handbook inside of student planners for the 2017-2018 school year so that students and parents can readily access information regarding school policies and procedures. MWA also achieved providing a Spanish-translated copy of the Student-Parent Handbook for students and families. 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

1000-1999: Certificated  
Personnel Salaries Supplemental  
and Concentration \$18,000

1000-1999: Certificated  
Personnel Salaries Supplemental  
and Concentration \$18,000

to Restorative Justice, Social-Emotional development, and cultural competency to further develop and refine school practices.

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SUBPRIORITY B – PUPIL EXPULSION RATES</p> <ol style="list-style-type: none"> <li>1. Provide consistent Student Management System &amp; Parent-Student Handbook messaging.</li> <li>2. Implement the restorative justice practices and social-emotional framework practices with fidelity.</li> <li>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.</li> <li>4. Provide for ongoing training of the MWA Social Worker to be able to help address more severe student issues.</li> <li>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.</li> </ol>	<p>The same as work for pupil suspension rates.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$60,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$33,966</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$60,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$33,966</p>

### 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 staff and students biennially.</p> <p>2. Create a committee representing cross sections of the administration, faculty, staff, parents, and students to review the data and make recommendations.</p> <p>3. Present findings to the staff, 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 set foundation for instructional practices and learning.</p>	<p>A committee has been formed to review, discuss, and make decisions about student safety and well-being issues. This committee meets roughly quarterly to help develop policies and review data that speaks to overall school climate and student well-being.</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>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>

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.



## 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.

MWA achieved including the Student-Parent Handbook inside of student planners for the 2017-2018 school year so that students and parents can readily access information regarding school policies and procedures. 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.



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.

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# Annual Update

LCAP Year Reviewed: **2017-18**

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 1-6: 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

### 17-18

•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

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 English Language, Individualized Education Programming, 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 eliminated as a result of analysis.</p> <p>5. Ensure students have equitable access to courses, programming, and targeted academic support.</p>	<p>The schedule continues to be something we review and refine. The Middle School has arrived at a block schedule that incorporates all of their key approaches – longer periods for some core classes, Differentiated Tier Instruction time, and intervention and enrichment time.</p> <p>In the Upper School, a committee of faculty and administrators developed a pilot initial block schedule that was successfully implemented in Fall 2017. A key feature of this pilot block schedule is "Marlin Hour", a period where all students receive specialized support according to their academic needs. This period ensures that students identified as Tier 2, Tier 3, or EL receive targeted programming and academic support.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$198,674</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$17,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$198,674</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$17,000</p>

6. Explore ways to offer more language course options at the Upper School.

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

## 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 at 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.

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.

# Annual Update

LCAP Year Reviewed: **2017-18**

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
- Couse Schedule

Actual

The CTE implementation plan included the hiring of a CTE coordinator, a full-time instructor for Introduction to Health Sciences, and part-time position for an instructor for Anatomy and Physiology.

Upper School currently offers five AP Courses: AP Calculus AB; AP Statistics; AP Psychology; AP US History; and AP Government. MWA will look to expand its AP offerings in subsequent years as school-wide staffing and enrollment increases.

For students interested in pursuing online coursework or concurrent enrollment, the Upper School Policy for Dual Enrollment outlines the necessary steps for students to matriculate at external sites and complete courses for credit. This policy is currently in use to support students needing to complete graduation requirements, but an education campaign planned for Summer 2018 will promote its use for CTE and other elective courses.

The MWA AIS Team is not currently responsible for evaluating or making recommendations on CTE options and development; this work is done through the MWA Board Curriculum Committee, however the AIS team supports with this effort by ensuring that each student is receiving the intervention support services necessary for academic success.

## Expected

### 17-18

- 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 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 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.
- 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.

## Actual

CTE options and data are shared with the community annually in a report form distributed to the MWA Board, School Site Council, MWA Faculty, and MWA Parents and Families via Parent Meeting.

Expected

Actual

**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

**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. Insure faculty, parents, and students know the goal.</p> <p>2. Post mid-quarter and quarterly data in designated locations in the</p>	<p>Faculty, parents and students recognize the school-wide goal of a 3.0.</p> <p>Mid-quarter and quarterly data is posted on department and school-wide bulletin boards after the issuance of progress reports and report cards. Classroom bulletin boards contain class-specific achievement data as well as improvement data and student exemplars.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$90,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$90,000</p>

Middle School and Upper School hallways, offices, and classrooms.

- Continue to run initial analysis of quarterly data through the AIS Team.
- Divisional meetings among Content Leads and the Middle School and Upper School Directors to discuss common strategies and outcomes for student growth.
- Content Leads report out to their respective division faculty groups and to the division Director (Upper or Middle School).
- Develop schoolwide health and wellness goals.

The AIS team reviews academic progress data on a quarterly basis, analyzing school-wide trends as well as performance data for specific groups (EL, SPED, Tier 3, African- American students).

Divisional Content Team Meetings occur once each quarter. Divisional Content Teams are tasked with outlining the power standards and key skills for each grade-level course in order to create a vertically aligned scope and sequence for each content area. Divisional Content Teams also review team data and best practices.

**Action 2**

**Planned Actions/Services**

SUBPRIORITY B – CTE (GRADES 7-12 ONLY)

- Develop a plan to research, identify, and adopt CTE options that include a variety of approaches: AP courses, online courses & concurrent enrollment.
- Insure CTE goals are known by the faculty, students, and parents.
- A group is formed, as part of the AIS Team, to carry out the plan for

**Actual Actions/Services**

During the 2016-2017 academic year, the Director of College & Career Counseling engaged in a year-long research process to identify focus areas for Career Technical Education at MWA. As a result, MWA chose the CTE pathway in Health Sciences for implementation in 2017-2018, to be followed by the expansion of other pathways in subsequent years.

**Budgeted Expenditures**

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$30,000

**Estimated Actual Expenditures**

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$30,000

providing CTE options at MWA along with making recommendations to administration about any changes to the plan.

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

The CTE implementation plan included the hiring of a CTE coordinator, a full-time instructor for Introduction to Health Sciences, and part-time position for an instructor for Anatomy and Physiology.

Upper School currently offers five AP Courses: AP Calculus AB; AP Statistics; AP Psychology; AP US History; and AP Government. MWA will look to expand its AP offerings in subsequent years as school-wide staffing and enrollment increases.

For students interested in pursuing online coursework or concurrent enrollment, the Upper School Policy for Dual Enrollment outlines the necessary steps for students to matriculate at external sites and complete courses for credit. This policy is currently in use to support students needing to complete graduation requirements, but an education campaign planned for Summer 2018 will promote its use for CTE and other elective courses.

The MWA AIS Team is not currently responsible for evaluating or making recommendations on CTE options and development; this work is done through the MWA Board Curriculum Committee, however the AIS team supports with this effort by ensuring that each student is receiving the

intervention support services necessary for academic success.

CTE options and data are shared with the community annually in a report form distributed to the MWA Board, School Site Council, MWA Faculty, and MWA Parents and Families via Parent Meeting.

## 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.

- Though we faced challenges in having certificated Spanish teachers, students in the Upper School were able to earn credit and meet requirements for Spanish.
- Upper School implemented its first CTE Pathway courses in Health Science during the 2017-2018 academic year

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimate actual and budgeted are inline.

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.

Faculty, parents and students recognize the school-wide goal of a 3.0.

Mid-quarter and quarterly data is posted on department and school-wide bulletin boards after the issuance of progress reports and report cards. Classroom bulletin boards contain class-specific achievement data as well as improvement data and student exemplars.

The AIS team reviews academic progress data on a quarterly basis, analyzing school-wide trends as well as performance data for specific groups (EL, SPED, Tier 3, African- American students).

Divisional Content Team Meetings occur once each quarter. Divisional Content Teams are tasked with beginning to outline the power standards and key skills for each grade-level course in order to create a vertically aligned scope and sequence for each content area. Divisional Content Teams also review team data and best practices.

# Annual Update

LCAP Year Reviewed: **2017-18**

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 9

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

### Annual Measurable Outcomes

Expected

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

### 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.

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.

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.

# Annual Update

LCAP Year Reviewed: **2017-18**

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 10

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

### Annual Measurable Outcomes

Expected

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

### 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.

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.

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.

# Stakeholder Engagement

LCAP Year: 2018-19

## 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:

- o 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.
- o The SSC follows the state guidelines on the number of parents, students, and faculty/staff should be represented. The Chair of the SSC is a parent and former MWA Board Member.
  - In the winter of 2017, the stakeholder representative body, MWA's School Site Council, received a mid-year review of progress to goals for the LCAP.
  - In the spring of 2018, the SSC reviewed the LCAP after receiving the mid-year review and broke into groups where they engaged in discussions and made recommendations about elements they wanted to see in the revised LCAP. The SSC wanted more time to be able to review and provide more feedback so an additional input session was added. In all, SSC members were able to have three working sessions regarding the LCAP.
  - In adapting to the changes to the LCAP, MWA will format and organize it's goals in 2018-19 under its three schoolwide goals. During the 2017-18 school year, one to two additional schoolwide goals may be added.
  - All of the goals and sub-goals have already been identified for future categorization under one of the three schoolwide goal areas.
  - Because WASC and LCAP goals were better aligned, a broader group of area leads implemented actions meant to address the goals and sub-goals.
  - Announcements were made at monthly parent meetings starting in the late winter. As a result, additional parents came out to the SSC meetings to participate. Some parents were Spanish speakers and we accommodated them by providing a translator for the entire SSC meeting as well as having someone who could translate in their small group work.
  - SSC agendas – including LCAP topics – were posted 72 hours before scheduled SSC meetings, information about LCAP activities and invitations to participate were included in weekly mailings to parents and announced at monthly parent meetings.
  - In May of 2018, the SSC voted to recommend to the MWA Board to approve the LCAP with the agreed upon recommendations.

## 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 foci 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 aggressive timelines for reclassifying EL students
2. More APs and overall course variety
3. More resources to support teacher credentialing

# 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 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 Checklist &amp; Scorecard</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 indicate "Fair" Conditions</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> <li>Ensure materials for core classes are on the State Adopted List and meet the</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 review schedule.</li> <li>Ensure materials for core classes are on</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> <li>Follow the Curriculum Review</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		criteria for state approved materials. <ul style="list-style-type: none"> <li>Ensure facilities meet safety and maintenance criteria set forth by federal, state, and local regulations.</li> </ul>	the State Adopted List and meet the criteria for state approved materials. <ul style="list-style-type: none"> <li>Ensure facilities meet safety and maintenance criteria set forth by federal, state, and local regulations.</li> </ul>	and Adoption Plan to ensure curriculum meets state criteria. <ul style="list-style-type: none"> <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

## 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 – 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.

### 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.

D. Follow a similar 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)

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

**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, equipment, or appliances integral to the facility.

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 facilities, equipment, or appliances integral to the facility.

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.

**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> <li>• 80% or more of the progress monitoring</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 plan to allow for ongoing</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 for ongoing scheduled training</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 of the plan to train and</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>system for English Language Development is implemented</p>	<p>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 including regular review of progress in the English Language Proficiency Assessment</li> </ul>	<p>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 regular review of progress in the English Language Proficiency Assessment</li> </ul>	<p>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 of progress in the English Language Proficiency Assessment</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

Modified Action

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

Modified Action

2017-18 Actions/Services

**SUBPRIORITY A – CCSS IMPLEMENTATION**

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

2018-19 Actions/Services

**SUBPRIORITY A – CCSS IMPLEMENTATION**

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.

2019-20 Actions/Services

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.

<p>assess level of fidelity and implementation of Common Core State Standards.</p> <p>E. Implement a section of formal teacher observations and lesson planning documents that address teacher efficacy with implementation of Common Core State Standards.</p> <p>2. Review Common Core State Standards elements as part of the annual Budget and LCAP process to ensure alignment with CCSS implementation plan goals.</p> <p>3. Schedule semi-annual presentations to the MWA Board and larger community regarding results and data involving student performance .</p>	<p>E. Section of formal teacher observations and lesson planning documents that address teacher efficacy with implementation of CCSS.</p> <p>2. Review CCSS elements as part of the annual Budget and LCAP process to insure alignment with CCSS implementation plan goals.</p> <p>3. Schedule semi-annual presentations to the MWA Board and larger community by way of updates on implementation and/or results – any data involving implementation data or student performance data, especially for Math performance.</p>	<p>2. Review CCSS elements as part of the annual Budget and LCAP process to insure alignment with CCSS implementation plan goals.</p> <p>3. Schedule semi-annual presentations to the MWA Board and larger community by way of updates on implementation and/or results – any data involving implementation data or student performance data, especially for Math performance.</p>
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**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:

### 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 B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE

1. Support the English Language Development coordinator in overseeing and managing this area school wide.

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

Modified Action

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.

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

Modified Action

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.

- |   |  |  |
|---|--|--|
| <p>2. Develop a schedule for site-based and off-site training for the English Language Development Coordinator and faculty.</p> <p>3. Develop a schedule for ongoing formal &amp; informal evaluation and feedback.</p> <p>4. Develop a teacher evaluation tool that addresses the use of adopted ELD best practice instructional strategies.</p> <p>5. Share agreed upon best-practice ELD strategies through presentations to the MWA Board, CEO, and AIS group annually.</p> | <p>3. Develop a schedule for ongoing formal &amp; informal evaluation and feedback.</p> <p>4. Develop a teacher evaluation tool that addresses the use of adopted ELD best practice instructional strategies.</p> <p>5. Share agreed upon best-practice ELD strategies through presentations to the MWA Board, CEO, and AIS group annually.</p> <p>6. Meet the goals for the new EL Initiatives.</p> | <p>4. Develop a teacher evaluation tool that addresses the use of adopted ELD best practice instructional strategies.</p> <p>5. Share agreed upon best-practice ELD strategies through presentations to the MWA Board, CEO, and AIS group annually.</p> <p>6. Meet the goals for the new EL Initiatives.</p> |
|---|--|--|

**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

**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.

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

Modified Action

2018-19 Actions/Services

**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:

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

Modified Action

2019-20 Actions/Services

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

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.

- 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.

- 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)

New 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> <li>70% or more parents participate in some</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 "good" to "excellent" level rating on an end-of-</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 communication and promotion tools targeted to parents.</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 refine existing communication and promotion tools</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	way throughout the year	the year parent survey in May. <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>		targeted toward parents.

## 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)

**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

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 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.

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.
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.

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.
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.

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.

5. Add more parent education opportunities.  
 6. 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:

<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

Modified Action

Modified Action

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.
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.

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 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.

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 discuss new ideas and to share successes and challenges.
4. Continue celebrating goals for parent participation and achieving the goals publicly.

7. Set goals for parent participation and celebrate 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)

Unchanged 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 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:

### 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 pass them with scores of 3 or higher.</li> <li>• 95% or more of students taking the</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 pass them with scores of 3 or higher.</li> <li>• 95% or more of students taking the</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 pass them with scores of 3 or higher.</li> <li>• 95% or more of students taking the</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		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.	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.	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.

## 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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 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.
6. Provide core-day intervention services program.

**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.

**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.

**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:

### 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

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.

## 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.

1. Provide training for faculty, parents, students, and staff on the revised components that comprise the new API 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.
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

**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

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 – 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.

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.
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.

2019-20 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.
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.

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**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

**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)

[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 F – AP EXAM PASSAGE RATE

2018-19 Actions/Services

SUBPRIORITY F – AP EXAM PASSAGE RATE

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.

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.

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:

**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 G – COLLEGE PREPAREDNESS / 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

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

Unchanged Action

2018-19 Actions/Services

**SUBPRIORITY G – COLLEGE PREPAREDNESS / 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

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

Unchanged Action

2019-20 Actions/Services

**SUBPRIORITY G – COLLEGE PREPAREDNESS / 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.

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.

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
• ADA rates	• 95% ADA	• Maintain an ADA of 96% or higher.	• Maintain an ADA of 96% or higher.	• Maintain an ADA of 96% or higher.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <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% 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>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 at MWA and matriculation to the Upper School.</li> <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> </ul>	<ul style="list-style-type: none"> <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 at MWA and matriculation to the Upper School.</li> <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> </ul>	<ul style="list-style-type: none"> <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 at MWA and matriculation to the Upper School.</li> <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> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<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 95% or higher graduation rate.</li> </ul>	<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 95% or higher graduation rate.</li> </ul>	<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 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

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

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

Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p><b>SUBPRIORITY A – STUDENT ATTENDANCE RATES</b></p> <p>1. Create student celebration recognition opportunities to recognize student and parent excellent attendance. Establish criteria for this.</p> <p>2. Present attendance data to parents, students, SSC, MWA Board, and CEO.</p> <p>3. Continue to conduct student exit interviews and collect data on student transfers.</p>	<p><b>SUBPRIORITY A – STUDENT ATTENDANCE RATES</b></p> <p>1. Create student celebration recognition opportunities to recognize student and parent excellent attendance. Establish criteria for this.</p> <p>2. Present attendance data to parents, students, SSC, MWA Board, and CEO.</p> <p>3. Continue to conduct student exit interviews and collect data on student transfers.</p>	<p><b>SUBPRIORITY A – STUDENT ATTENDANCE RATES</b></p> <p>1. Create student celebration recognition opportunities to recognize student and parent excellent attendance. Establish criteria for this.</p> <p>2. Present attendance data to parents, students, SSC, MWA Board, and CEO.</p> <p>3. Continue to conduct student exit interviews and collect data on student transfers.</p>

**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)

**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

Modified Action

2017-18 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.

2018-19 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.

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	\$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

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.

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

Modified Action

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.

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.

3. Present data to AIS Team, SSC, MWA Board, and CEO.

3. Present data to 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)

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 D – HIGH SCHOOL DROPOUT RATES

2018-19 Actions/Services

SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES

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 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 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

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.

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.

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)

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES

2018-19 Actions/Services

SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES

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 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 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

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 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.

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 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.

annually to discuss successes, challenges, and possible solutions.

6. Formalize a student goal-setting process.

### 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 Data (Dean of Students)</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> <li>70% or more of the training and support plan is implemented</li> </ul>	<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</li> </ul>	<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</li> </ul>	<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</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <li>Professional Development calendar, meeting notes and surveys</li> </ul>	<p>as indicated by the Social Worker Dashboard</p> <ul style="list-style-type: none"> <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>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 feeling that MWA is safe, that they feel a strong connection to the mission, and that they feel seen and heard.</li> </ul>	<p>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 feeling that MWA is safe, that they feel a strong connection to the mission, and that they feel seen and heard.</li> </ul>	<p>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 feeling that MWA is safe, that they feel a strong connection to the mission, and that they feel seen and heard.</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)

**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

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

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

Modified Action

Modified Action

Modified 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.

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**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)

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 – PUPIL EXPULSION RATES

2018-19 Actions/Services

SUBPRIORITY B – PUPIL EXPULSION RATES

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.

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.

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.

**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

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

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.

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. 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.

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. 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	\$95,000
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	\$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

# 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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

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 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.

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.

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

# 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> <li>CAASPP scores for Social Science and GPAs for Social 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 pass the SBAC and have GPAs above 2.7.</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 students in English is 2.7.</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 students in English is 2.7.</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 students in English is 2.7.</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <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>• Couse Schedule</li> </ul>	<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 foreign language classes needed for a-g and have GPAs above 2.5.</li> <li>• 10% or more will be enrolled in CTE designated courses</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 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 Social Science is 2.5.</li> <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</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 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 Social Science is 2.5.</li> <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</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 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 Social Science is 2.5.</li> <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</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>overall GPA average by grade level for students in Science is 2.5.</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 CA Physical Fitness Exam.</li> <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> </ul>	<p>overall GPA average by grade level for students in Science is 2.5.</p> <ul style="list-style-type: none"> <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 within the classroom or in public spaces such as the hallways or office.</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% 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</li> </ul>	<p>overall GPA average by grade level for students in Science is 2.5.</p> <ul style="list-style-type: none"> <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 within the classroom or in public spaces such as the hallways or office.</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% 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</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<ul style="list-style-type: none"> <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 (CTE) opportunities with 100% of students having options to take courses aligned to CTE standards.</li> </ul>	<p>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 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 (CTE) opportunities with 100% of students having options to take courses aligned to CTE standards.</li> </ul>	<p>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 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 (CTE) opportunities with 100% of students having options to take courses aligned to CTE standards.</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 – 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

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

Modified Action

2018-19 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

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

<p>and Upper School hallways, offices, and classrooms.</p> <p>3. Continue to run initial analysis of quarterly data through the AIS Team.</p> <p>4. Divisional meetings among Content Leads and the Middle School and Upper School Directors to discuss common strategies and outcomes for student growth.</p> <p>5. Content Leads report out to their respective division faculty groups and to the division Director (Upper or Middle School).</p> <p>6. Develop schoolwide health and wellness goals.</p>	<p>and Upper School hallways, offices, and classrooms.</p> <p>3. Continue to run initial analysis of quarterly data through the AIS Team.</p> <p>4. Divisional meetings among Content Leads and the Middle School and Upper School Directors to discuss common strategies and outcomes for student growth.</p> <p>5. Content Leads report out to their respective division faculty groups and to the division Director (Upper or Middle School).</p> <p>6. Develop schoolwide health and wellness goals.</p>	<p>and Upper School hallways, offices, and classrooms.</p> <p>3. Continue to run initial analysis of quarterly data through the AIS Team.</p> <p>4. Divisional meetings among Content Leads and the Middle School and Upper School Directors to discuss common strategies and outcomes for student growth.</p> <p>5. Content Leads report out to their respective division faculty groups and to the division Director (Upper or Middle School).</p> <p>6. Develop schoolwide health and wellness goals.</p>
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**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:

<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:

**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.

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.

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.

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.

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.

**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

# 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)

New Goal

## Goal 9

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

State Priorities:

Local Priorities:

### Identified Need:

### Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

## 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

OR

Actions/Services

Budgeted 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)

New Goal

## Goal 10

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

State Priorities:

Local Priorities:

### Identified Need:

### Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

### 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

OR

Actions/Services

Budgeted Expenditures



# Demonstration of Increased or Improved Services for Unduplicated Pupils

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).

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

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).



# 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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## **Budget Summary**

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  - (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).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “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).
- (d) “High school graduation rate” shall be calculated as follows:
  - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).
- (e) “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).
- (f) “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, October 2016*

# LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,577,070.00	1,577,070.00	1,577,070.00	1,618,124.00	2,009,756.00	5,204,950.00
Supplemental and Concentration	1,577,070.00	1,577,070.00	1,577,070.00	1,618,124.00	2,009,756.00	5,204,950.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 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	1,577,070.00	1,577,070.00	1,577,070.00	1,618,124.00	2,009,756.00	5,204,950.00
1000-1999: Certificated Personnel Salaries	884,570.00	884,570.00	884,570.00	874,124.00	1,146,930.00	2,905,624.00
2000-2999: Classified Personnel Salaries	279,000.00	279,000.00	279,000.00	287,000.00	275,000.00	841,000.00
4000-4999: Books And Supplies	160,000.00	160,000.00	160,000.00	165,000.00	165,000.00	490,000.00
5000-5999: Services And Other Operating Expenditures	213,500.00	213,500.00	213,500.00	247,000.00	377,826.00	838,326.00
5800: Professional/Consulting Services And Operating Expenditures	40,000.00	40,000.00	40,000.00	45,000.00	45,000.00	130,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 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	All Funding Sources	1,577,070.00	1,577,070.00	1,577,070.00	1,618,124.00	2,009,756.00	5,204,950.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	884,570.00	884,570.00	884,570.00	874,124.00	1,146,930.00	2,905,624.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	279,000.00	279,000.00	279,000.00	287,000.00	275,000.00	841,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	160,000.00	160,000.00	160,000.00	165,000.00	165,000.00	490,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	213,500.00	213,500.00	213,500.00	247,000.00	377,826.00	838,326.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	40,000.00	40,000.00	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 Goal**

<b>Goal</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 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>	316,500.00	316,500.00	316,500.00	355,000.00	405,000.00	1,076,500.00
<b>Goal 2</b>	190,000.00	190,000.00	190,000.00	205,000.00	230,000.00	625,000.00
<b>Goal 3</b>	64,000.00	64,000.00	64,000.00	70,000.00	70,000.00	204,000.00
<b>Goal 4</b>	181,000.00	181,000.00	181,000.00	214,000.00	214,000.00	609,000.00
<b>Goal 5</b>	212,930.00	212,930.00	212,930.00	214,930.00	287,930.00	715,790.00
<b>Goal 6</b>	276,966.00	276,966.00	276,966.00	277,604.00	373,008.00	927,578.00
<b>Goal 7</b>	215,674.00	215,674.00	215,674.00	177,000.00	259,818.00	652,492.00
<b>Goal 8</b>	120,000.00	120,000.00	120,000.00	104,590.00	170,000.00	394,590.00

\* Totals based on expenditure amounts in goal and annual update sections.