



MWA Board Meeting

June 17, 2021



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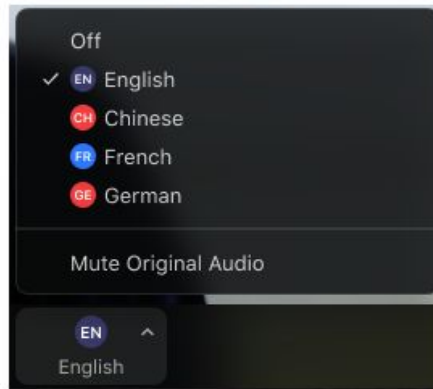
Activating Interpretation / Activar Interpretación

Computer

1. In your meeting/webinar controls, click **Interpretation**.



2. Click the language that you would like to hear.



3. (Optional) To only hear the interpreted language, click **Mute Original Audio**.

Cell Phone

1. In your meeting controls, tap ... **More**.



2. Tap **Language Interpretation**.

3. Tap the language you would like to hear.



4. (Optional) Tap the toggle to **Mute Original Audio**.



5. Click **Done**.



Closed session in progress...



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Public Comment

Use the raise hand function when your name is called.

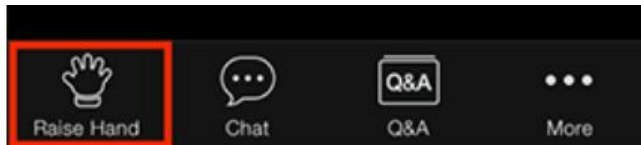
Computer

1. Click **Raise Hand** in the Webinar Controls.



2. The host will be notified that you've raised your hand. If the host allows you to talk, you may be prompted to unmute yourself. While unmuted, your profile picture and name is displayed to the host and panelists. Only your name is displayed to other attendees.

Cell Phone





Mission Connection: Promotion and Graduation
Senior School Director, Dr. Evangelia Ward-Jackson
June 17, 2021



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Deep Dive: FY22 Budget

Chief Executive Officer, Alton B. Nelson, Jr., Chief Financial Officer, Wallace Wei & Board President, Alicia Malet Klein

June 17, 2021



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Presentation Objectives & Goals

Our Objective:

To help make MWA's annual budget more accessible and digestible for the whole MWA community.

Our Goals:

- To expand opportunities for engagement in conversations about the MWA budget.
- Increase awareness of government and philanthropic funding.
- Build an understanding of MWA's approach to allocating resources to support the success of each and every student.

Budget Overview

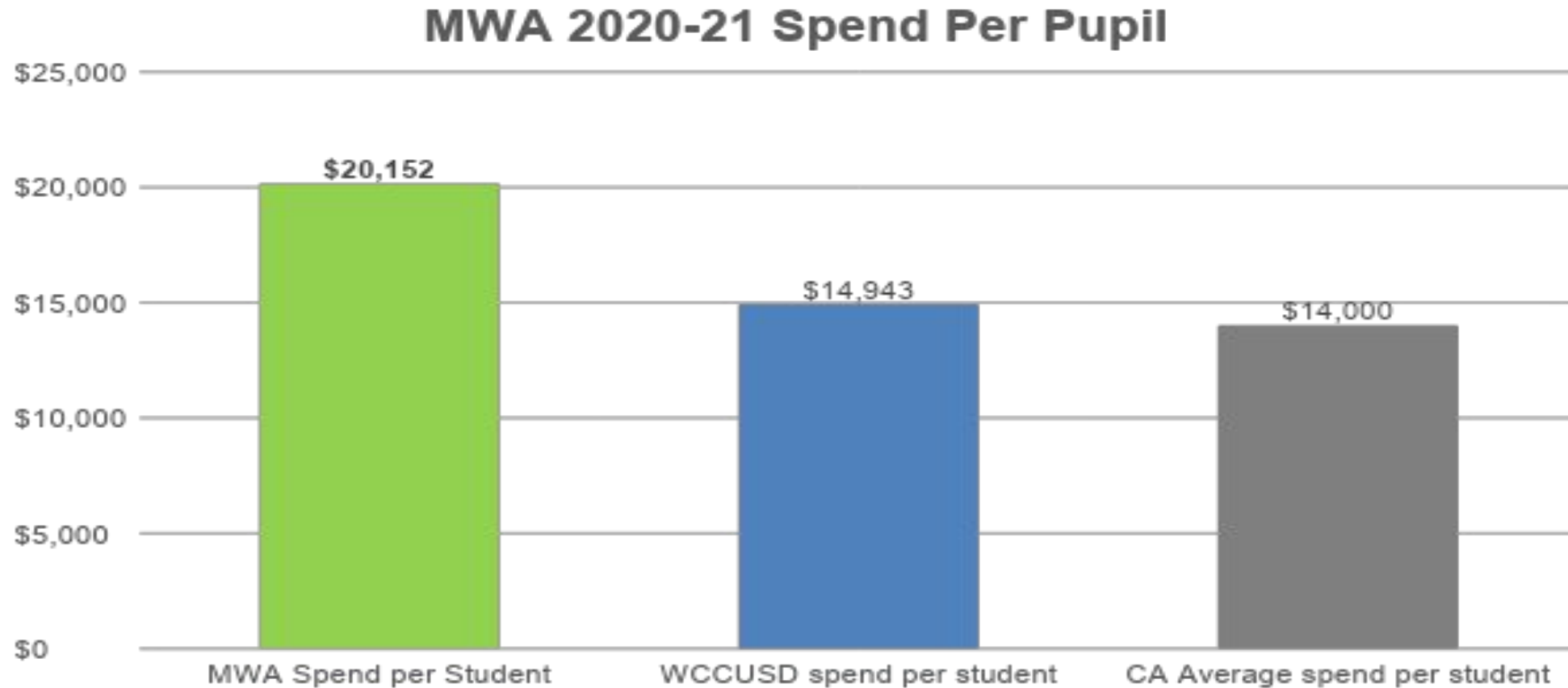
California public schools are required to submit three budgets every year:

- Original Budget (June)
- 1st Interim Budget (December)
- 2nd Interim Budget (March)

MWA submits these budgets to the County Office of Education, who then submits them to the California Department of Education.

MWA budgets are not static documents, but instead they are constantly being revised to respond to revenue and policy decisions at the state and federal levels, as well as to the dynamic circumstances at MWA.

Current Year Spend per Pupil



In total, MWA is spending a total of about **\$21.9M** on 1020 students in 2020-21.

FY 2021-22 Draft Budget Overview

FY22 Budget – Snapshot of Changes

Revenues

- Government Revenues increase by nearly \$4M – 22% on a per pupil basis
- \$2.5M represents one-time Covid-19 funding

Expenditures

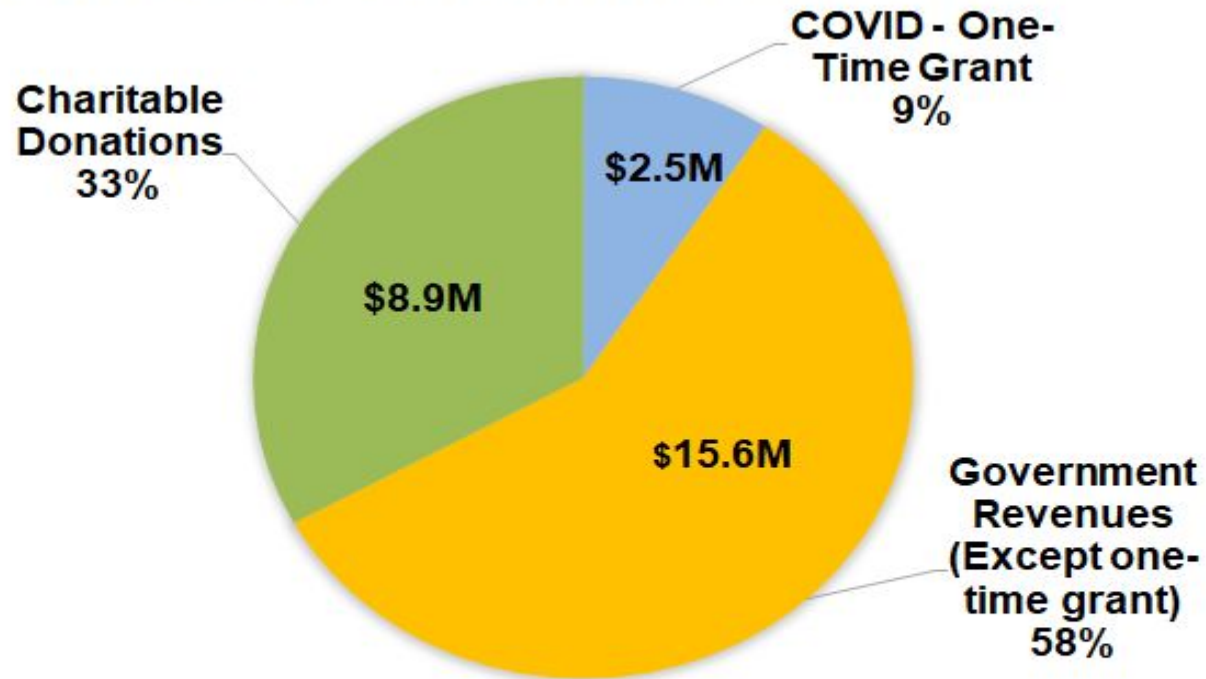
- Total Expenses increase by \$2.4M
- About \$450K are one-time to address Covid-19 mitigations
- Expenses related to expansion account for roughly 50% of the increase
- Cost of living increases on salaries and benefits and the new teacher salary schedule account for another 20%

2021-22 Budget - Revenues

<u>Descriptions</u>	<u>Amount</u>
Federal	916,703
State	13,235,745
State - SB740 (Facilities Cost Reimbursement)	1,183,396
Local	309,177
Covid-19 One-time Grants	2,521,886
Charitable Donations	8,947,650
TOTAL Revenues	27,114,557

2021-22 Revenues Composition

MWA 2021-22 Revenues Composition



Additionally, MW Foundation directly funds \$254,700 worth of items and activities related to college access, community building and faculty/staff retention, such as college trips, SAT/ACT tests, staff appreciation items, food for parent meetings, etc.

2021-22 Funding Per Student

MWA 2021-22
Funding Per Student



■ Government \$ per Student ■ Charitable Donations \$ per student

2021-22 Budget – Salaries & Benefits Expenses

<u>Descriptions</u>	<u>Amount</u>
Teachers* and Pupil Support Salaries	6,165,778
Supervisors and Administrators Salaries	2,056,006
Other Staff Salaries	3,045,315
Benefits for All	4,218,555
Cost of Living Stipend for All	1,800,000
TOTAL Salaries and Benefits	17,285,654

* Excluding most substitute teachers' expenses which are included as a "Contracted Services" Expense.

2021-22 Budget: Supplies Expenses

<u>Descriptions</u>	<u>Amount</u>
Curricular and Instructional Materials	461,375
Computers and IT*	221,465
Student Meals	486,852
Custodial, Office and Other Supplies	134,500
TOTAL Supplies	1,304,192

* This amount is lower than MWA's average annual spend because Chromebook purchases were accelerated in FY21 to prepare for distance learning.

2021-22 Budget: Contracted Services Expenses

<u>Descriptions</u>	<u>Amount</u>
Central Office	1,210,457
Substitute Teachers	60,000
Professional Development	257,825
Intervention, Assessment, College Access	272,400
Transportation	565,970
Psychological and Social Services	596,000
Interscholastic Athletics	82,000
Rent, Facilities Use Fees*	1,781,179
Information Technology	832,707
Janitorial and Gardening	700,000
Repairs, Maintenance and Utilities	603,000
Student Field Trips	52,400

* 75% of the rent is reimbursed by the State (SB740 grant shown in Revenues).

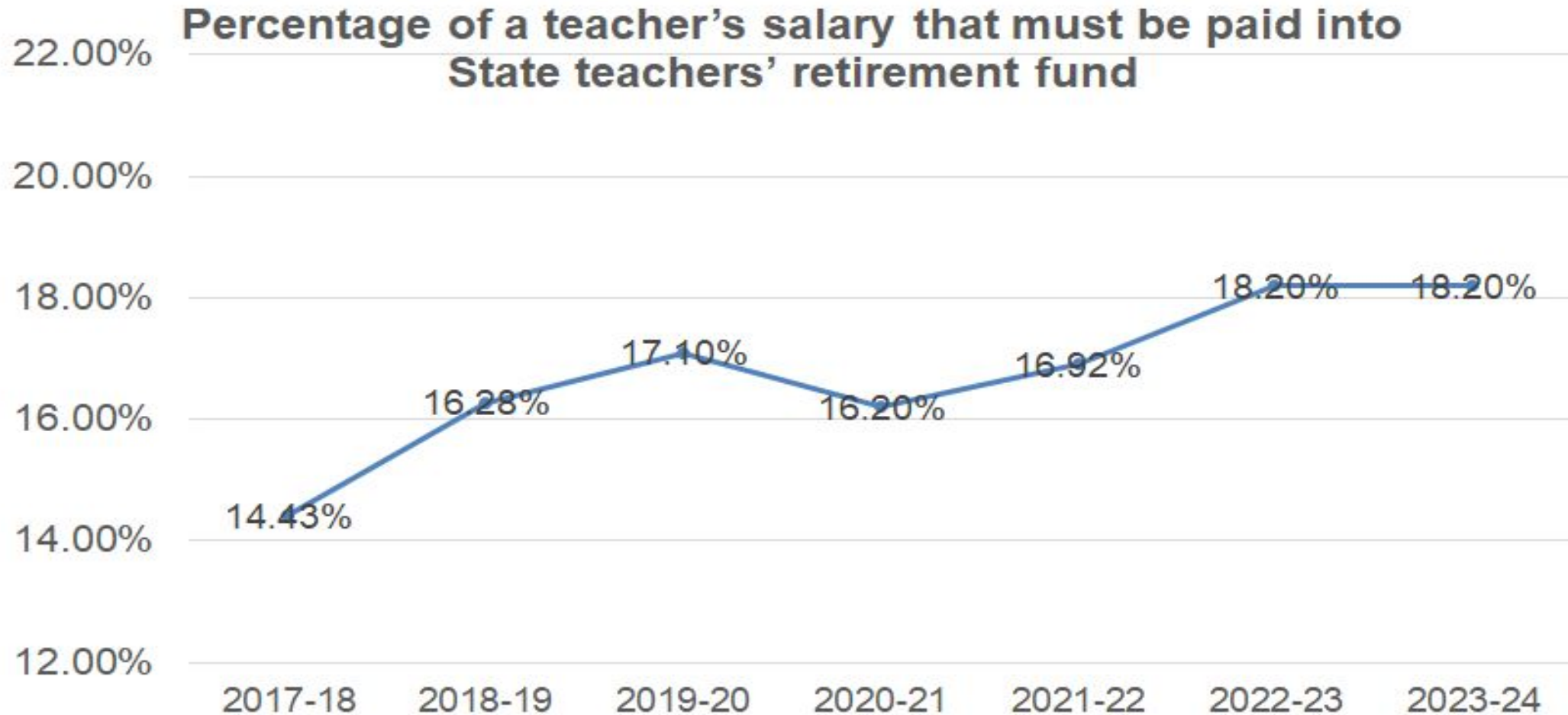
2021-22 Budget: Contracted Services Expenses

<u>Descriptions</u>	<u>Amount</u>
Equipment, Postage, Printing	191,300
Legal/Accounting/Bank/Insurance Fees	193,006
Phone, Internet, Wi-Fi	181,600
Special Education Contract Services	500,000
County Oversight Fees	107,000
Covid-related Services	169,900
Depreciation and Amortization	25,000
Misc. Other	92,967
Total Contracted Services	8,474,711

2021-22 Expense Breakdowns



CalSTRS Rate Trend



The rising required contribution percentage means that MWA teacher retirement costs will increase significantly on a per teacher basis, unrelated to faculty growth.



ASB Board Update

June 17, 2021



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Curriculum Review Committee Update

June 17, 2021



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Curriculum Review Committee Update

Making Waves Academy
-President Alicia Klein and
Dr. Esther Hugo
June 17, 2021



Curriculum Topics Overview

Schedule Models

Extended Learning Opportunities Grant

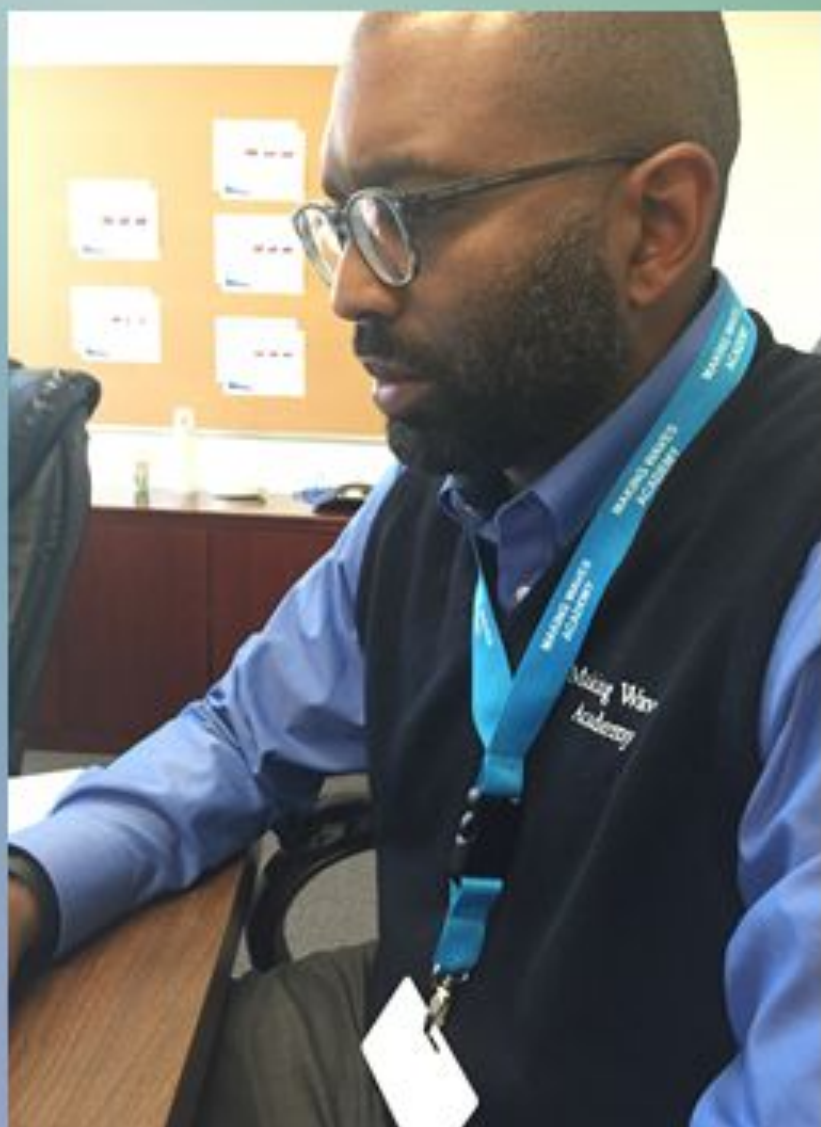
Ethnic Studies Requirement

Math - How's it Adding Up?

College and Career Progress

Members and Leaders





Leadership Sets the Tone – Mr. Nelson

Board Engaged on Bigger Curricular
Decisions, Resources, and
Scheduling



Schedule Models for 2021-2022

Schedule Models and Protocols – Preparing for all Situations

Hybrid Models

Asynchronous Fridays

Parent Input Secured via
Town Hall Meetings


Satisfies Differentiated
Instructional needs

Extended Learning Opportunities Maximizing a State-Funded Grant



- + Focused on Learning Loss
- + Credit Recovery and Enrichment
- + Social-Emotional Learning
- + Fruge - supports Teacher training
- + Teacher Professional Development Needs

+ \$768,000 - one year only



Where the Money Will Go...

Learning – Our Most Pressing Needs

- + ELD Students
- + Special Education
Professional
- + Interventionist
- + Enrichment Classes –
Moving beyond MWA



Ethnic Studies Requirements: Responding to the New Framework

Aligned to new History
Curriculum Framework and
Standards

Engaged and Culturally
Responsive

Understanding historical
events and acknowledging
different perspectives

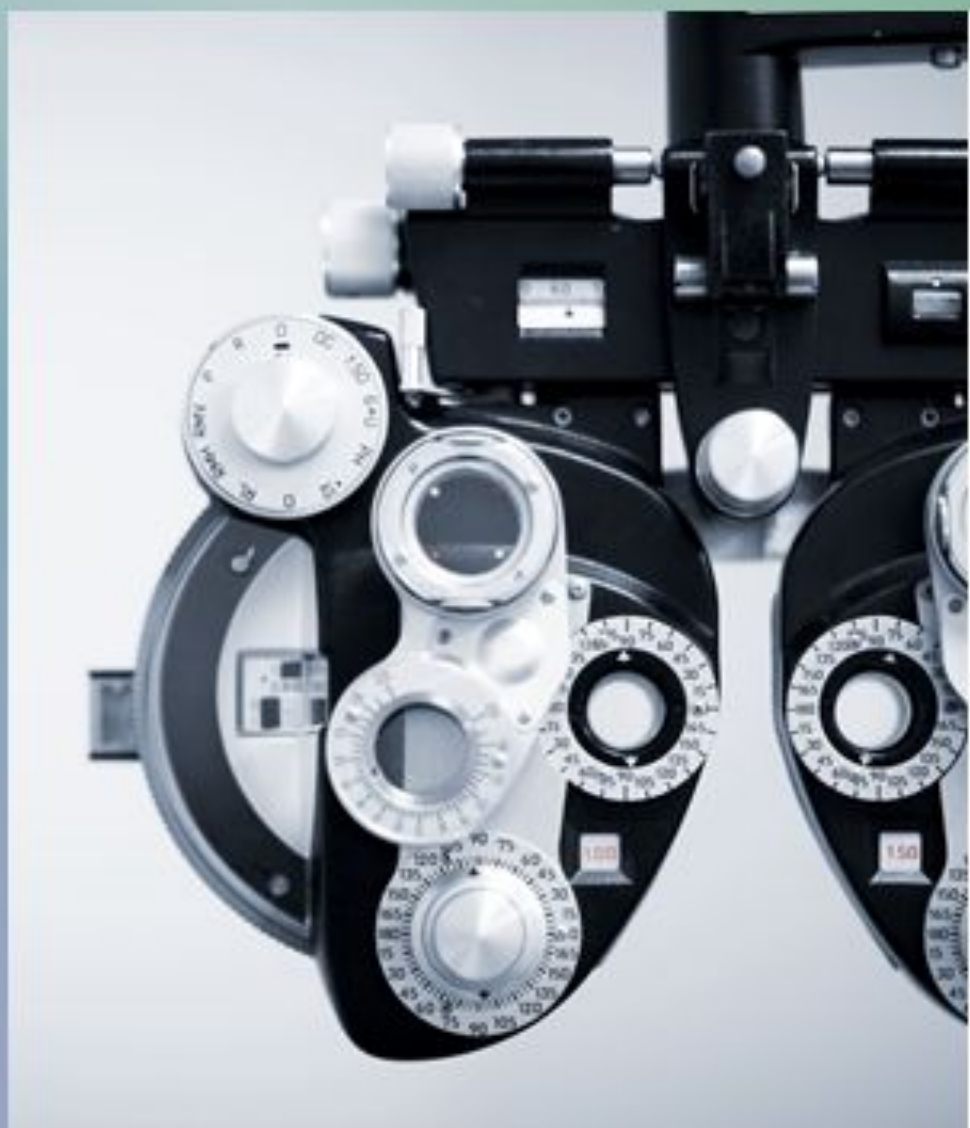
Innovations in Ethnic Studies- Discovery Education



- + **"Tech Books" not textbooks**
- + **Project-based learning**
- + **Focused on skills of critical analysis, documents, and writing**
- + **Supports CSU requirement**

A close-up photograph of various colorful, 3D mathematical symbols scattered on a blue surface. The symbols include numbers like 1, 2, 3, 4, 5, 6, 7, 8, 9, 0, a plus sign (+), and a multiplication sign (x). The colors are vibrant, including red, yellow, blue, green, and orange. The text is overlaid in the center of the image.

**Impacting Outcomes for
Students in Math involves
innovative approaches**



Calibrating our Progress is Complex

- + IXL - instructional tool - data rich, analysis poor
- + Students assess themselves
- + MAP - diagnostic tool - tracks progress
- + Interim data anchored to state test

Math Tools – Open Up

The background of the slide features a white surface with various technical and mathematical tools. A yellow and green pencil is positioned diagonally on the left. In the center, there is a metal ball bearing. To the right, a vernier caliper is shown with its jaws open. The background is also filled with technical drawings, including a circular cross-section of a bearing with dimensions like $\phi 10.5$ and $\phi 80_{-0.1}^0$, and a perspective view of a shaft with a 45° chamfer and a $1 \times 45^\circ$ chamfer. A wooden surface is visible in the top-left corner.

- + OPEN UP – Middle School; pilot for Upper School
- + Manipulation, Debates about Process
- + Elevated student engagement



College and Career Update

- + AP Passing Rates Increasing
- + Four-Year Eligibility Rates Remain High
- + Community College Options
- + MWA and CAP alignment progressing
- + Testing New Ways to Counsel Students

**17 Students
Admitted to
UC Berkeley !**





**AP Tests:
Passing Percentage is at an
all-time HIGH**

**Expanding the List to include:
AP Bio, AP Literature, AP
Environmental Science**



**Community College –
Expanding the Curriculum**



Community College Options

- + Students take classes at community colleges
- + Instructors come to MWA
- + Partnerships explored, long-and short term.

Examining an AI Tool to provide Counseling Support





1. **Students are self-paced**
2. **Focus on Routine and Process**
3. **Interacts with Families**
4. **Pilot program**



Next Steps: Focus on Advisory

Strategic Plan regarding Advisory

What's the sequence and framework, Grades 5-12, around college access

Consider: information, experiences and exposures

Need: Structure, Consistency, and Clarity

Mr. Nelson will take the lead.

Curriculum "Asks" – School Year 2021-2022

Content Area	Request	Platform	Fiscal Impact
Math - Schoolwide	New Math Diagnostic Tool	MAP Growth Assessment	\$40,000
Math - Upper School	Curriculum Pilot - Fall '21	Carnegie Learning and Open Up - from Summer	\$10,000
History - Middle School	New History Curriculum	Discovery Education	\$45,000
Health and Wellness - Upper School	Sex Education Contract	Sexucation	\$10,000

Express Appreciation to our Curriculum Leaders:



Thanks for your service to MWA Curriculum!



+ **Ms. Shelburne, Ms. Mendes, Ms. Harper-Cotton - You Will Be Missed!**



Diversity, Equity and Inclusion Advisory Committee

June 17, 2021



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DIVERSITY EQUITY INCLUSION ADVISORY COMMITTEE

June 17, 2021, MWA Board Meeting
Jess Laughlin and Elizabeth Martinez



Fall 2019	Gather DEI Data from each Division	Complete
	Analyze DEI Data within Advisory Committee	
Spring 2020	DEI Kick-off with Divisions led by CircleUp Education	Complete
	<ul style="list-style-type: none">● Building Trust● Discuss DEI Data	
Summer 2020	Adjust Roadmap Using 2019-2020 as Learning Year & Taking into Consideration Covid-19	Complete



- » **All proposals used the same framework for development** which asked them to identify:
 - » Areas of concern based on the DEI survey results
 - » Key themes and root causes after analysis of the data results
 - » Solutions to address the areas of concern and key themes
- » **All proposals have been presented to the DEI Advisory Committee** and have general support. However, the **proposals received feedback that needs to be incorporated** into the fall implementation plans.
- » The **proposals being shared today are not final** and they are intended to **provide a general overview of the direction** the Working Groups are moving towards.

Summary of Proposals: Teaching & Learning

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- » **Data Systems :** Identify a data management systems that can ***consolidate and share student behavior data with multiple stakeholders*** with a special focus on teachers. By implementing this solution teachers can have a full view of a student's academic and social-emotional needs which could:
 - » ***reduce our overall suspension rates for*** students identified as ***critical learners***
 - » ***increase equity in implementation*** of policies for all students

- » **School-Wide Policy Audit: School-wide audit and alignment of student policies** in regards to school-wide academic expectations (i.e. SARB, long-term absences, late work policies, etc.) during professional development ***with a focus on the culture and impact of data use***. By implementing this solution teaching and non-teaching staff could:
 - » to ***analyze student data*** with the goal of being proactive ***and raise awareness of biases or disparities in reporting of policy violations***
 - » ***increase equity in implementation*** of policies for all students

- » **Conflict Resolution Training:** Provide managers and employees with training on **conflict resolution policies and procedures** as well as application of conflict resolution skills day-to-day.
 - » By implementing this solution, **staff and supervisors will learn what the expectations are** when they encounter a conflict **as well as learn skills on how to engage in conflict conversations** with staff or supervisors that are often uncomfortable and avoided altogether.

- » **Enhanced Training:** Provide **enhanced unconscious bias identification and intervention training** for all employees.
 - » By implementing this solution, **staff will have a common language of what unconscious/unintentional discrimination is** to be able to identify, address its impacts with one another. This may also help to prevent negative assumptions from occurring between staff..

Summary of Proposals: Family Community Engagement

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- » **Information Sharing: Create online and/or on-demand content** via social media, school website and parent portal *in multilingual formats*.
 - » By increasing access to information in multiple languages and in a format that is familiar, attainable and effective, parents will be able to stay better engaged and connected with school-related news, school culture, information and resources.
- » **Parent Education: Develop spaces for parent/guardian group offerings** that target: racial/cultural and linguistic considerations (i.e. **BA/ASAI, Latinx, AAPI**), parents/guardians of students with learning differences or challenges (i.e. **IEP, 504's, SST's**), or life stage transition groups for parents/guardians with students transitioning to upper school, or transitioning to post-secondary life.
 - » By creating spaces for **parent/guardians to connect with one another across differences**, families could feel less isolated or alone, create supportive relationships, find resources, and discuss solutions and triumphs relevant to their Wave-Makers.

- » **Grow Feedback Opportunities:** Collaborate with Holistic Services to *further develop the “check-in” survey for students*. This survey will be delivered during Advisory on a monthly or quarterly basis.
 - » By implementing the “temperature check survey,” *the Student Culture & Climate Workgroup and Holistic Services Team can gather more data with student voice*. Data may provide more insight regarding the issues, challenges, and areas in which students feel there is the strongest need for support.
- » **Student Education:** *Provide information/education to students about* what *DEI* is, channels of support available, *and get students involved in* a continuous feedback-learning loop regarding *our DEI initiatives*.
 - » By offering a presentation about what DEI is, this can be the *starting point for formal conversations, discussions, and trainings about DEI* with Wave-Makers. This is also a great opportunity to *invite student voice* in the work of DEI at MWA in *real-time*.

DEI WINS for 2020-2021!

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- » **Executive Team Training:** the Executive Team participated in a three-session training prior to the all staff training. This was intentional to ensure that the Executive Team could digest the training and be engaged/supportive during the all staff training.
- » **All Staff Training:** all MWA employees will participate in two sessions (Diversity Uncovered & Conscious Conversations), approximately 85% of the staff completed the full training.
- » **Community Circles:** MWA hosted a number of community circles in partnership with CircleUp Education that allowed our employees to dialogue with each other about the impacts of current events with one another i.e. presidential election, violence against the AAPI community, etc.
- » **Increase in Community Interest:** there is a rising interest in DEI work with more employees wanting to not only participate, they want to lead!

Still to Come in Summer 2021

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- » **Supervisor Training:** All MWA supervisors will receive follow up sessions that will focus on identifying, preventing, and addressing instances of micro aggressions/discrimination or other forms of harm related to someone's identity.
- » **Policy Review:** Liz Martinez is working with Tiffany from CircleUp Education to review MWA's complaint policies and update them as needed to increase transparency and accessibility.



Culture and Climate Advisory Committee

June 17, 2021



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Culture and Climate Advisory Committee

January 2021

February 2021

June 2021

Culture and Climate Advisory Committee meets to discuss:

- how to **define the key tenets of MWA's culture, goals and KPIs/metrics**
- the staff survey; **agree on survey questions and survey roll-out approach**
- **alignment on key data sources that will be analyzed as input for this committee** and calendar / cadence of meetings going forward

Staff survey is modified to incorporate the outcomes of the January meeting including:

- modifying questions to ensure they would **yield actionable data**
- ensuring open-ended questions **invite a diversity of thought**
- addressing tech errors from the previous version of the survey to **yield accurate data**

- Survey results are shared with **the Culture and Climate Advisory Committee**
- **Summer meeting** will take place to **discuss proposed solutions** and their connection to the survey data

Culture and Climate Advisory Committee

Additional data points to probe after reviewing the data:

- **Employees feeling valued** (p. 9) and **Work Distribution** (p. 13): is there a connection between these scores and scores regarding wellness?
- **Support with unusual situation/solution** (p. 14) and **Input and Influence** (pp. 21 & 22): this has been an ongoing challenge. We want to learn more about what is MWA doing to communicate avenues for solutions and creating spaces to collect input and influence.
- **Sustainability / Wellness**: Specifically, upper school faculty doesn't feel there is enough wellness promoted (pg. 5), upper school faculty not feeling good about hours (pg 13, #11). We want to know more *about what we think is driving this at upper school level.*
- **Confidence in leadership**: Upper school faculty not feeling confidence in leadership (pg. 15 & pg. 17) *[We want to understand what we think might be driving this and the relationship between these scores and their scores on communication.*