



# Making Waves Academy

## January Board Meeting

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### Date and Time

Thu Jan 27, 2022 at 10:30 AM PST

### Location

<https://mwacademy.zoom.us/j/89559617855?pwd=MFZHSgD6QWh0UHhBVWVLCmVnZWNPOT09>

Passcode: 043062

Or One tap mobile :

US: +16699006833,,89559617855#,,,,\*043062# or +13462487799,,89559617855#,,,,\*043062#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 669 900 6833 or +1 346 248 7799 or +1 253 215 8782 or +1 312 626 6799 or +1 929 436 2866  
or +1 301 715 8592

Webinar ID: 895 5961 7855

Passcode: 043062

International numbers available: <https://mwacademy.zoom.us/u/kfLWxnx7E>

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### COMING SOON (Update: translation delayed, will post as soon as it is available)

- HAGA CLIC AQUÍ para acceder a la agenda y portadas en español/CLICK HERE to access agenda and cover sheets in Spanish:  
[https://drive.google.com/file/d/1GKRv56xNpoQYIclv\\_HM77JX3Ym9a2R0s/view?usp=sharing](https://drive.google.com/file/d/1GKRv56xNpoQYIclv_HM77JX3Ym9a2R0s/view?usp=sharing)
- HAGA CLIC AQUÍ para acceder el reporte escolar/CLICK HERE to access the school board report in Spanish: <https://drive.google.com/file/d/1GL6l1vli2EIUvJcMpox-wXyzaDQB3byW/view?usp=sharing>

If you have questions about the board agenda and materials or you are in need of disability-related accommodations, please contact:

*Si tiene preguntas sobre la agenda y materiales de la junta o necesita adaptaciones relacionadas con la discapacidad, comuníquese con:*

**Ashley Yarbrough at [ayarbrough@mwacademy.org](mailto:ayarbrough@mwacademy.org) or 510-779-1427.**

In accordance with AB 361 in the State of California, we will be hosting this board meeting via teleconference due to the following circumstances:

- The MWA Board of Directors is holding a meeting during a proclaimed state of emergency by the State of California due to the COVID-19 pandemic.

### **Public Comment**

- The public may address the MWA Board regarding any item within the subject-matter jurisdiction of the MWA governing board.
- Under Public Comment, members of the public may
  - Comment on items on the agenda
  - Comment on items not on the agenda
  - **Presentations are limited to two minutes each**, or a total of twenty minutes for all speakers, or the two-minute limit may be shortened.
- In accordance to the Brown Act, the MWA Board may listen to comments, but can neither discuss nor take action on the topics presented. Members of the board are very limited in their response to statements or questions by persons commenting on items not on the agenda.
- **While meetings are held virtually, speakers may submit a request to speak before 9:00 AM on the day of the board meeting or use the raise hand function during the public comment sections of the meeting.**
  - **If you would like to send your request to speak prior to the meeting, please email your request to [ayarbrough@mwacademy.org](mailto:ayarbrough@mwacademy.org) in English or Spanish.**
  - **Your submission should:**
    - *indicate if it is a general public comment for the beginning of the meeting or a comment for a specific agenda item (please include the item number).*
    - *include your name so that you can be called when it is your turn to speak.*
  - *During the meeting, we will call your name and you should use the "raise hand" feature to identify yourself.*
- Under SB1036 the minutes from this meeting will omit student and parent names and other directory information, except as required by judicial order or federal law. If a parent/ legal guardian wishes a name be included, one must inform the board prior to their public comment.

De acuerdo con AB 361 en el Estado de California, organizaremos esta reunión de la junta directiva a través de teleconferencia debido a la siguiente circunstancia:

- La Junta Directiva de MWA sea reunera durante un estado de emergencia proclamado por el Estado de California debido a la pandemia de COVID-19.

### **Comentarios públicos**

- *El público puede dirigirse a la Junta Directiva de la MWA con respecto a cualquier asunto dentro de la jurisdicción del tema materia por la Junta Directiva de la MWA.*
- *Bajo comentario público, los miembros del público pueden:*
  - *Hacer comentarios sobre los puntos del orden del día*
  - *Hacer comentarios sobre puntos no incluidos en el orden del día*
  - **Las presentaciones están limitadas a dos minutos cada una, o un total de veinte minutos para todos los oradores, o se puede acortar el límite de dos minutos.**
  
- *De acuerdo con la Ley Brown, la Junta Directiva de la MWA puede escuchar los comentarios, pero no discutirán ni tomarán medidas sobre los temas presentados. La respuesta de los miembros de la Junta Directiva a las declaraciones o preguntas de las personas que comentan temas que no figuran en el orden del día es muy limitada.*
  
- **Mientras las reuniones se llevan a cabo virtualmente, los miembros del público que desean hablar durante la junta pueden presentar una solicitud para hablar antes de las 9:00 a.m. del día de la reunión de la junta o usar la función de levantar la mano durante las secciones de comentarios públicos de la reunión.**
  - **Si desea enviar su solicitud de uso de la palabra antes de la reunión, envíe su solicitud por correo electrónico a [ayarbrough@mwacademy.org](mailto:ayarbrough@mwacademy.org) en inglés o español.**
  - *En su solicitud:*
    - *Incluya su nombre para que pueda ser llamado cuando sea su turno de hablar.*
    - *indicar si es un comentario público general para el comienzo de la reunión o si es comentario público sobre un artículo específico del programa (incluya el número del artículo).*
    - *Durante la reunión, le llamaremos por su nombre y deberá utilizar la función de "levantar la mano" para identificarse.*
  
- *En virtud de la SB1036, las actas de esta reunión omitirán los nombres de los estudiantes y padres y otra información del directorio, excepto cuando lo requiera la orden judicial o por la ley federal. Si un padre/tutor legal desea que se incluya un nombre, se debe informar a la junta antes de su comentario público.*

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**Please note that all agenda times are estimates.**

**Tenga en cuenta que todos los horarios de la agenda son estimaciones.**

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## Agenda

## I. Opening Items

### Opening Items

#### A. Call the Meeting to Order

Alicia Malet Klein will call the meeting to order and review meeting norms regarding attendees.

#### B. Record Attendance

Roll call and verification of quorum.

#### C. Board Findings Pursuant to Government Code Section 54953(e)

The MWA Board of Directors determines, in accordance with Government Code Section 54953(e) (1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

#### D. Compliance to Excellence: Remarks by Board President

Topics to be Covered:

- Continual Adaptations during COVID
- Responses to Staff Concerns
- Ongoing Steps to Build Understanding

#### E. Appreciation for Burak Gursel

#### F. Public Comment

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## II. Standing Reports

### A. Mission Connection: Student Interviews

Students speaking about what it means to have social workers onsite, especially during this time.

### B. Deep Dive: FPA/Services

Drs. Fruge and Green-Fruge review the psychological services provided by their team and the impact of them.

### C. Senior School Director Written Report

Board members will have the opportunity to discuss the Senior School Director's report. The report will feature:

- Social Worker Update by Rachel Navarro, Lead Social Worker
- Athletics Update by Jeff Hazel, Athletics Director

### D. CEO Report

The CEO will present an overview of action plans related to staff concerns.

Board members will have an opportunity to ask questions about this and further discuss the contents of the CEO written report.

### E. Q&A on Written Chief Operating Officer Report (COO)

Board reviews and asks questions about the COO's written report.

- COVID updates and closure impacts

### F. Q&A on Written Finance Report (CFO)

Board members will have an opportunity to ask questions about the contents of the written report.

**G. School Site Council (SSC) Update**

Update from SSC President, Latiphony Wells.

**H. Break**

**III. Non-Action Items**

**A. Supplement & Mid-Year Update: 2021–22 Local Control and Accountability Plan**

- LCAP Supplement
- Mid-Year LCAP Update
  - Updates on the Budget Overview for Parents
  - LCAP Actions Expenditure and Implementation Update
  - 2021 Progress toward LCAP Goals and Outcomes
  - Educational Partner Input (Board discussion)

**B. Public Comment - Non-Action Items & Action Items**

**C. Committee and Advisory Committee Updates**

Board President will provide a refresher on the role of board committees. Committees and Advisory Committees will provide a summary of work-to-date and next steps for the committee.

- Committees:
  - Curriculum Review
- Advisory Committees
  - Finance
  - **Diversity, Equity and Inclusion**
  - Audit
  - **Culture and Climate**
  - WASC

**IV. Action Items**

**A. Board Minutes: December 9, 2021 Board Meeting**

**B. Approve Minutes: Special Board Meeting, December 14, 2021**

**C. Vendor Invoices**

Vendor invoices for December 2021

Fiscal Impact: \$765,758

**D. Approval of Form J-13A - Request for Allowance of Attendance due to Emergency Conditions**

Form J-13A needs to be submitted to the CDE in order to obtain approval of attendance and instructional time credit for the emergency school closure.

**E. School Accountability Report Card (SARC)**

Review and approve the School Accountability Report Card (SARC).

**F. Employee COVID-19 Vaccine Policy Amendment**

MWA's existing COVID-19 Vaccine Policy details the scope/purpose/accommodations, but it does not address boosters directly. Counsel recommends adding an addendum and obtaining Board approval to mandate the booster for all employees with a reasonable deadline to get into compliance.

**G. 1Care Diagnostic Invoice**

COVID testing for MWA employees for reopening following the winter break.

Fiscal Impact: \$32,350.00

**H. Degree Conferral**

Making Waves Academy will acknowledge Jorge Alejandro for completing his high school graduation requirements.

**V. Consent Action Items**

Combined Fiscal Impact: \$

**VI. Day-of Presentation Slides (MWA Board: Do Not Read in Advance)**

**A. Slides Presented at Board Meeting**

**B. Documentos traducidos al español/Documents translated to Spanish**

Este año, continuaremos traduciendo la agenda de la junta directiva al español. Además, este año traduciremos las portadas que contienen una breve explicación de los artículos incluidos en la agenda, así como el informe escolar que será escrito por la directora principal de la escuela y sus líderes escolares. Tome en cuenta que no todos los artículos incluyen una hoja de portada; las hojas de portada se crean principalmente para artículos que requieren explicación más allá de la breve descripción del artículo.



This year, we will continue to translate the board agenda to Spanish. Additionally, this year we will be translating the coversheets which provide a brief explanation of the items on the agenda as well as the school report which is written by the Senior School Director and her school leaders. Please note that not all items include a coversheet - coversheets are mostly created for items that require more explanation beyond the brief item description.

## **VII. Discussion Items**

### **A. Appreciations by the Board of Directors**

As provided for in the State of California Open Meeting Act, actions cannot be taken under this agenda item. The only purpose of this agenda item is to provide an opportunity for Board of Directors to make comments.

### **B. Schedule of Remaining Board of Directors Meetings 2021-2022**

- March 10th, 2022, 10:30am-2:00pm
- May 5th, 2022, 4:00pm-7:30pm
- June 16th, 2022, 10:30am-2:00pm

## **VIII. Closing Items**

### **A. Adjourn Meeting**

# Coversheet

## Deep Dive: FPA/Services

**Section:** II. Standing Reports  
**Item:** B. Deep Dive: FPA/Services  
**Purpose:** Discuss  
**Submitted by:** Evangelia Ward-Jackson  
**Related Material:** FPA PRE-READING BOD Report\_01-27-2022 (003).pdf

**BACKGROUND:**

FPA has provided a pre-reading packet intended to share some background and science associated with the data, insight, and analysis that will be shared in their presentation. Please collect any questions that you may have from the pre-reading. FPA will engage questions from both the pre-reading and from the presentation during their Q&A period.

# COLLABORATIVE PARTNERSHIP

PRE READ FOR BOARD OF DIRECTORS  
FULL RESEARCH VERSION

*Outcomes for mental health services provided to Making Waves Academy during the 2019/2020 & 2020/2021 Academic Years*

*Created by Dr. Shawn L. Frugé & Dr. Alexis N. Green-Frugé  
January 27, 2022*

Frugé Psychological Associates, Inc.  
1300 Clay Street, Suite 600  
Oakland, California 94612  
[www.fpasolutions.com](http://www.fpasolutions.com)  
[info@fpasolutions2.com](mailto:info@fpasolutions2.com)

## **F P A   B A C K G R O U N D**

- Full service psychological, consultation, and research corporation
- Founded and established in 2003 by Dr. Shawn L. Frugé and Dr. Alexis N. Green-Frugé
- Products and services are customized and informed by scientific research, and ongoing independent investigation of inner-city youth
- Primary goal is to help students, educators, and organizations realize their fullest potential
- Nationally accredited doctoral training program for persons who desire to work effectively with urban youth in school settings

## **RATIONAL E & MWA SERVICE HISTORY**

- Approximately 30% to 50% of WMs meet criteria for a psychiatric illness outlined in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) at some point during academic career
- Ongoing exposure to violence, physical and sexual abuse, drug related crimes, gang activity, poverty, dysfunctional family relations, and migration dynamics precipitate development of mental impairments
- History of the “Iron Triangle” suggests dearth of effective psychological services to mitigate psychological illness

# COMPLEXITY OF STUDENT CHALLENGES

“Although students may receive clinical services to address psychological problems, they continue to be exposed to trauma while undergoing treatment. Certain trauma are fixed and continuous until students matriculate to college. This creates a need for periodic treatment encounters throughout their MW program careers in order to prevent a complete loss of capacity to compete in rigorous academic settings. Early psychological intervention is a buffer of protection for long-term academic success and healthy social adjustment.” (FPA Research Archives, 2004, 2005 to 2019)

# OVERALL RESULTS OF CLINICAL SERVICE MODEL

- The MWA clinical service model continues to be effective in significantly reducing the severity and frequency of psychological symptoms among WM. Moreover, effect sizes (Cohen's *d*) boasted by the MWA clinical services model are two to four times greater (.70 to 1.58) than those reported in over the past 5-decades of research on youth psychotherapy (0.29 to 0.61).
- The mental health program at MWA has also proven to be significantly more efficacious than Kaiser Permanente Hospital and local mental health clinics. Effect sizes of these organizations fall below to within average of national research studies on psychological treatment of youth.
- The MWA clinical service model has advantages of accurate diagnoses, consistent use of evidence-based practices, observable measures (versus theoretical constructs), customized and monitored treatment plans, access to caregiver support, social-emotionally trained key educational staff (PMSC), and ongoing empirical research that informs program refinement.

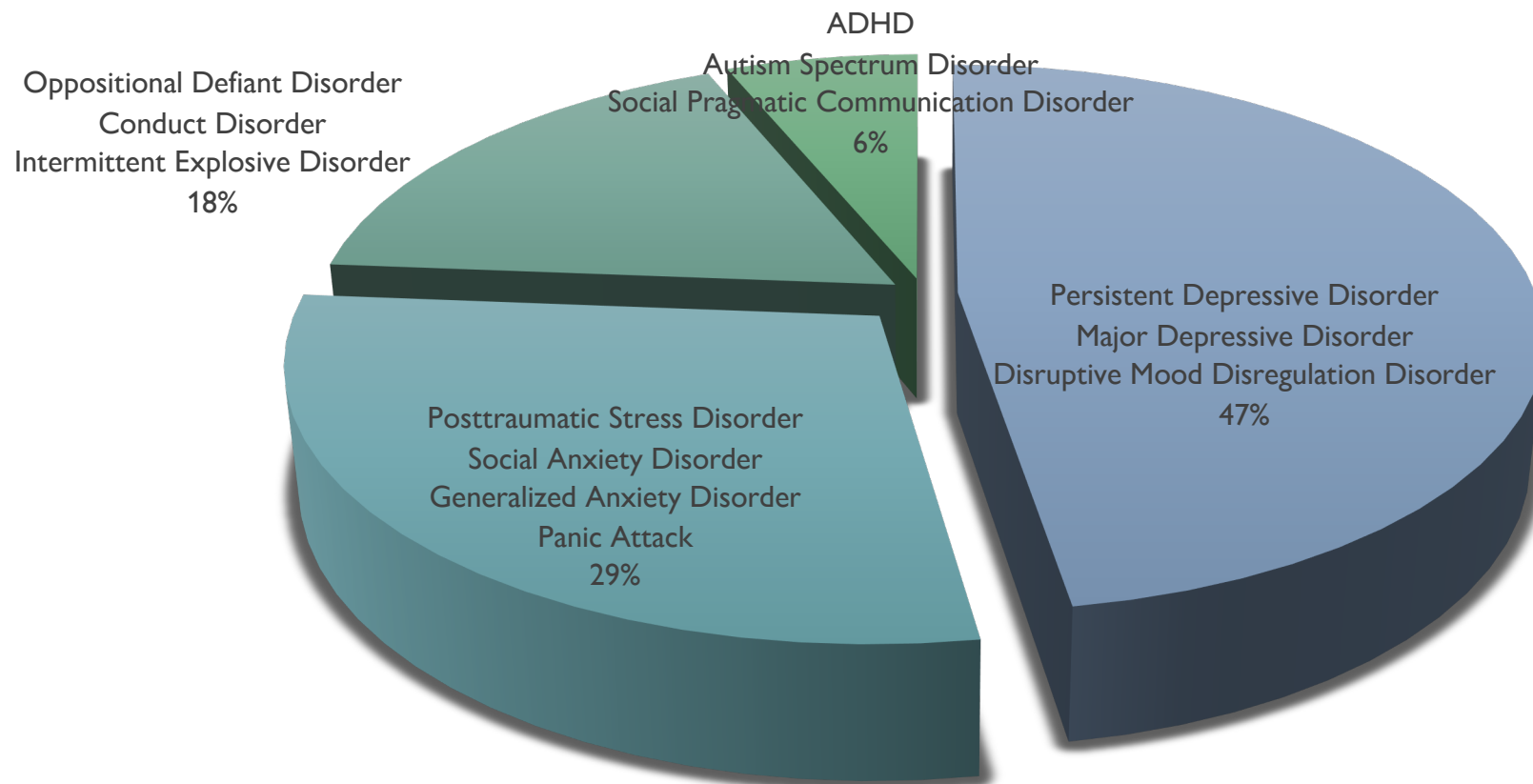
## RESEARCH PARAMETERS

- For the 2019/2020 AY, 143-WM participated in a course of clinical treatment. However, only 82-WM had complete datasets for statistical analysis.
- For the 2020/2021 AY, 150-WM underwent a course of clinical services. However, only 114-WM had complete datasets for statistical analysis.
- Incomplete datasets were largely a result of WM having an insufficient number of sessions before taking posttest measurements. WM begin and end mental health services at different points throughout the academic year.
- Given the within group research design, more than enough students participated in mental health services to statistically represent the clinical population at MWA.



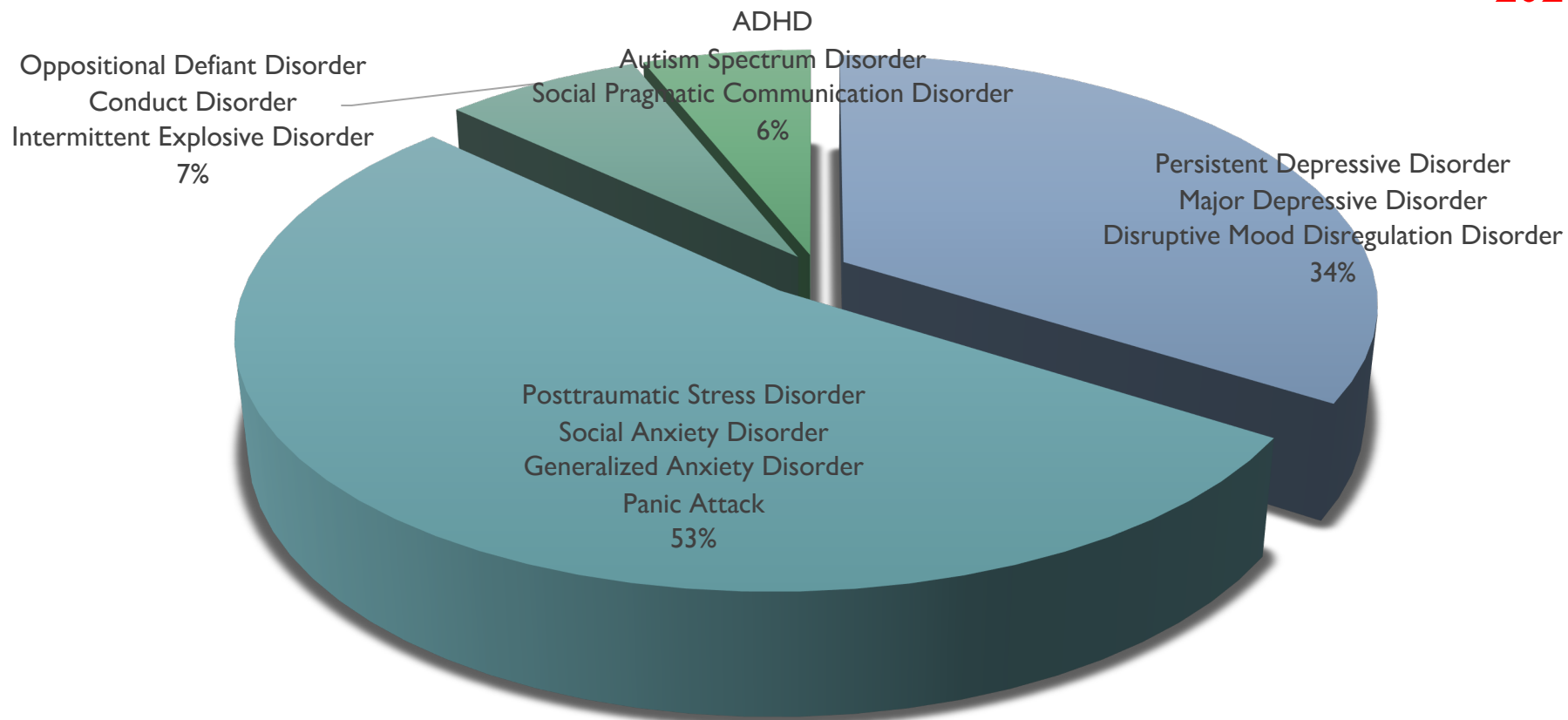
# PRIMARY DSM-5 DIAGNOSIS FOR 143-WM

2019/2020 AY



# PRIMARY DSM-5 DIAGNOSIS FOR 150-WM

2020/2021 AY



# MEASURES OF EFFICACY FOR CLINICAL SERVICE MODEL

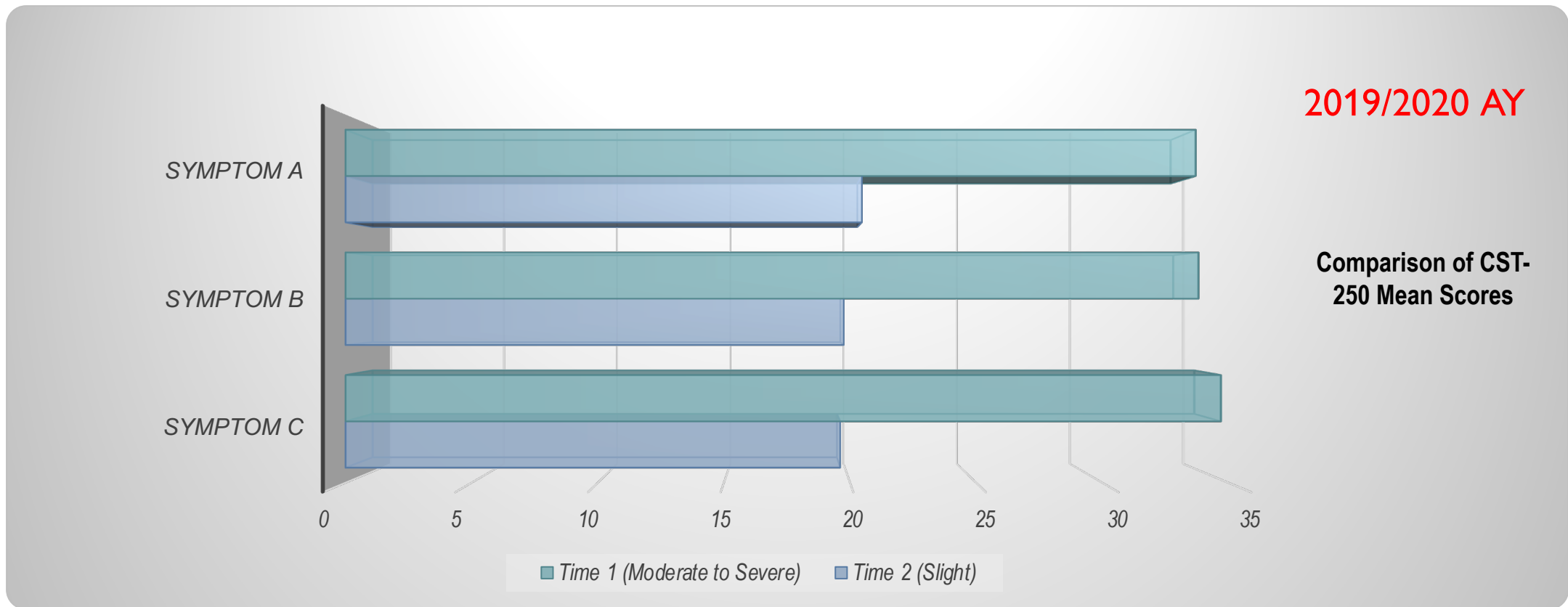
## Clinical Scale of Treatment Outcomes for School Based Services (CST-250)

- **Severity** is a measure of disability caused by a psychological symptom to a student's learning process, or integration into MWA culture that takes developmental perspective and scope of difficulty into consideration.
- **Frequency** is simply the number of times a student demonstrates a clearly defined psychological symptom within a fixed time period, under pre-specified conditions.

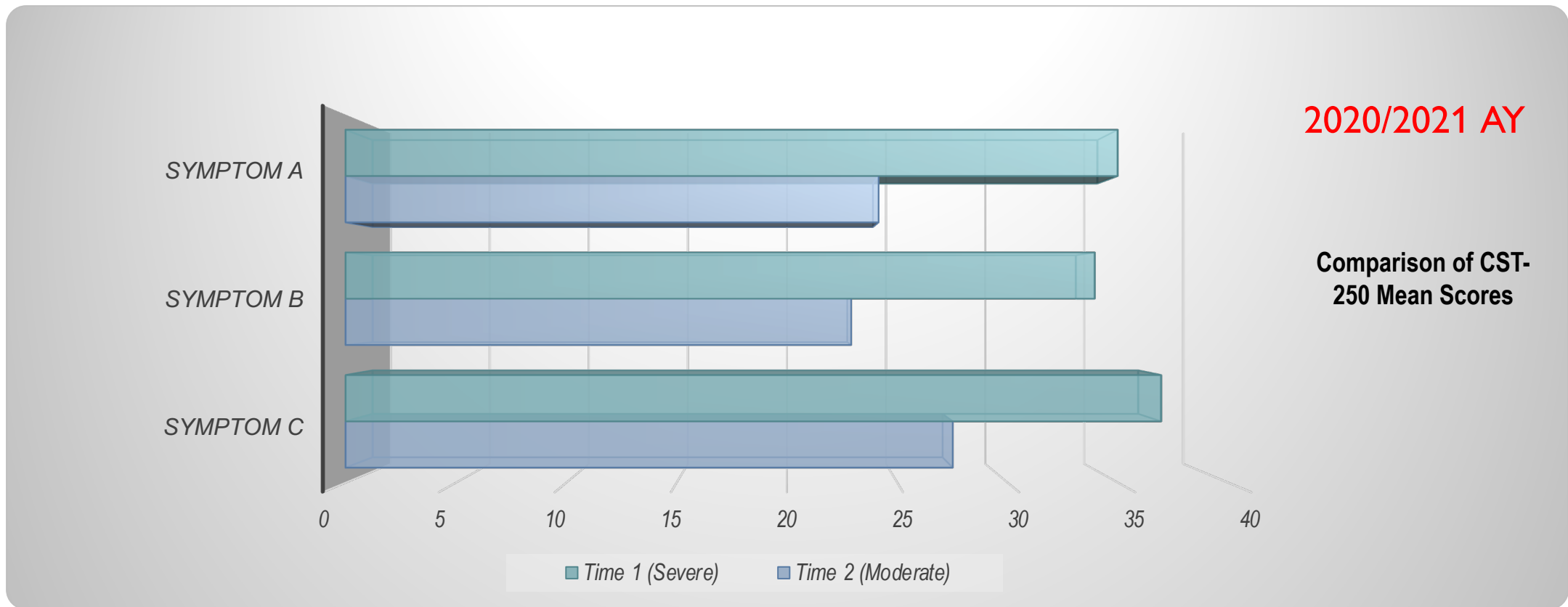
## C A T E G O R I E S   O F   C L I N I C A L   P R O B L E M S

- ***Symptom A*** pertains to subtle cognitive dysfunction that interferes with a student's ability to attend in class: e.g., distractibility, reasoning errors, tangential and circumstantial thinking, poor decision-making, thought blocking, mental lethargy, etc.
- ***Symptom B*** deals with behavior that impedes a student's interactions with peers and authority figures: e.g., withdrawal, isolation, defiance, hyperactivity, moodiness, defiance, etc.
- ***Symptom C*** represents behavior that poses harm to self, other, or MWA culture: e.g., self-debasing comments, self-mutilation, suicidal and homicidal ideation, bullying, physical altercations, substance abuse, hallucinations, delusions, etc.

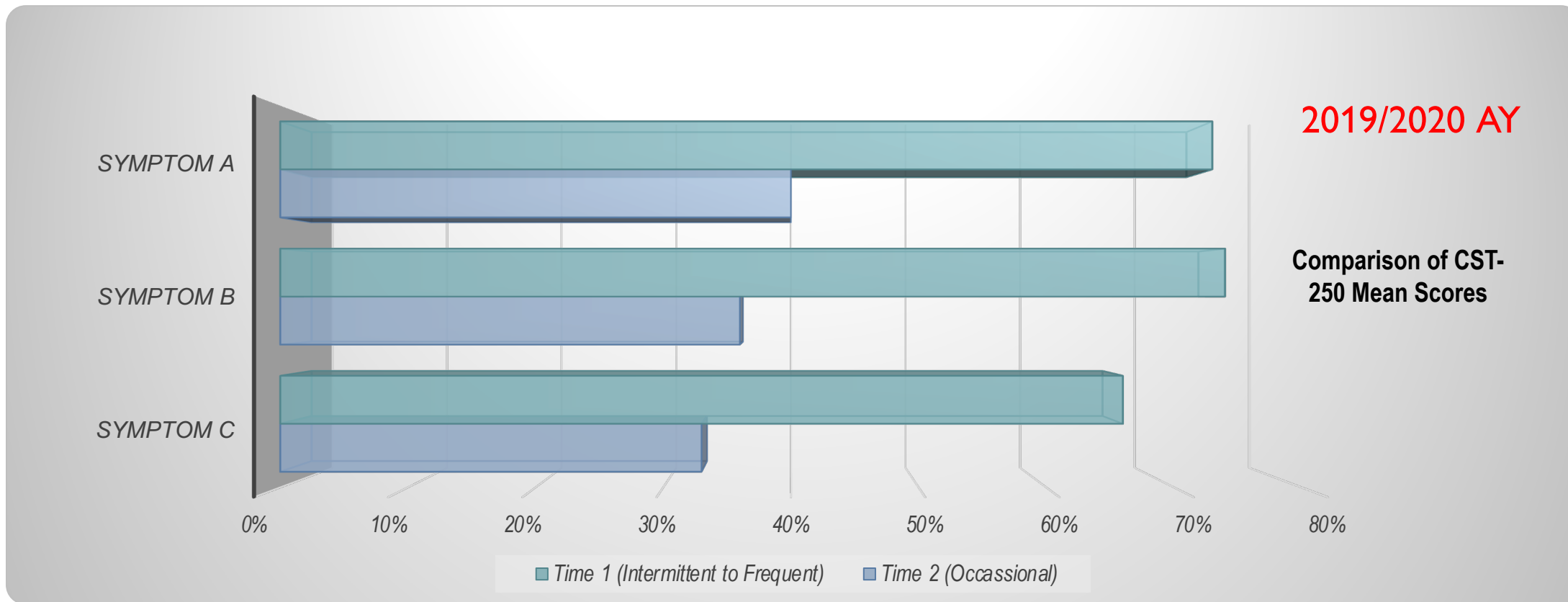
# CHANGE IN SYMPTOM SEVERITY IN TREATMENT FOR 82-WM



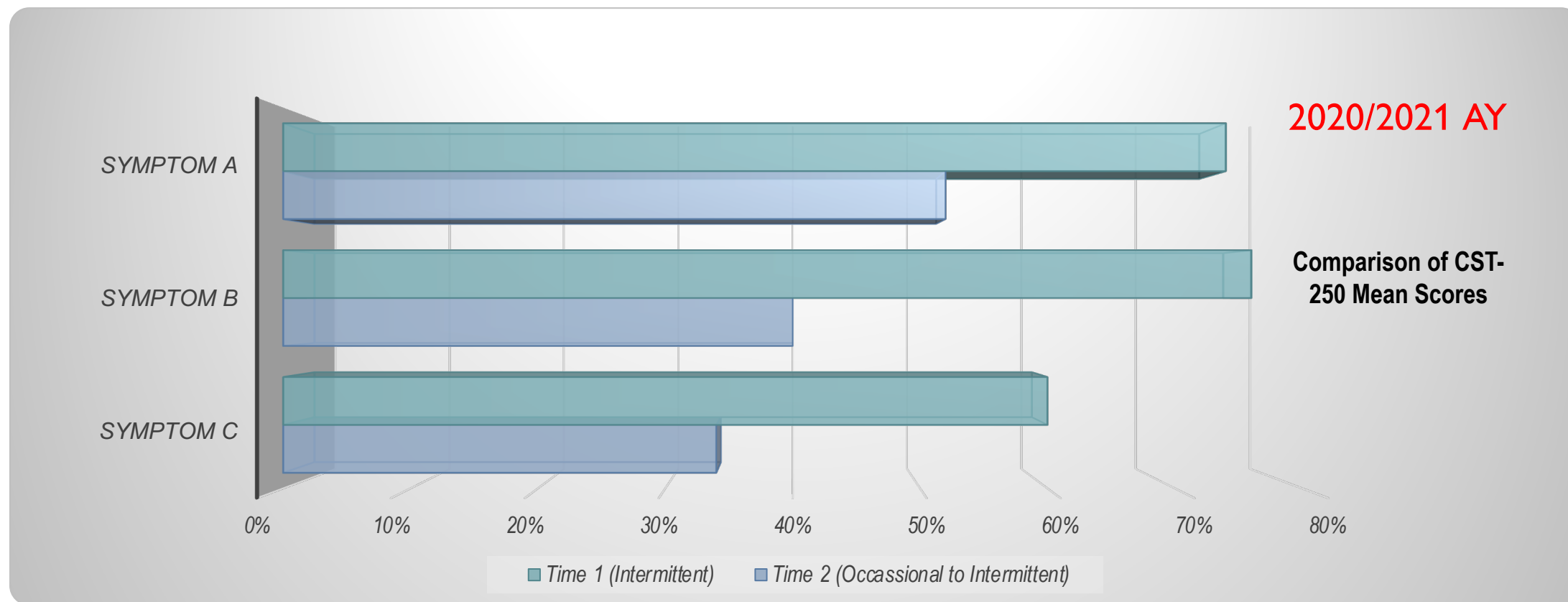
# CHANGE IN SYMPTOM SEVERITY IN TREATMENT FOR 114-WM



# CHANGE IN SYMPTOM FREQUENCY IN TREATMENT FOR 82-WM



# CHANGE IN SYMPTOM FREQUENCY IN TREATMENT FOR 114-WM





# DESCRIPTIVES FOR TREATMENT OUTCOMES ANALYSES FOR 82-WM

2019/2020 AY

Clinical Scale of Treatment Outcomes for School Based Services (CST-250) Means

Metric Type	Time 1	Time 2
Severity of Symptom A	34.43	20.57
Frequency of Symptom A	.77	.39
Severity of Symptom B	34.98	19.57
Frequency of Symptom B	.77	.36
Severity of Symptom C	34.16	19.61
Frequency of Symptom C	.68	.33

# DESCRIPTIVES FOR TREATMENT OUTCOMES ANALYSES FOR 114-WM

2020/2021 AY

Clinical Scale of Treatment Outcomes for School Based Services (CST-250) Means

Metric Type	Time 1	Time 2
Severity of Symptom A	34.98	24.15
Frequency of Symptom A	.74	.52
Severity of Symptom B	33.94	22.91
Frequency of Symptom B	.76	.40
Severity of Symptom C	36.95	27.51
Frequency of Symptom C	.60	.34

# REPEATED MEASURES ANALYSIS OF TREATMENT OUTCOMES FOR 82-WM

2019/2020 AY

Clinical Scale of Treatment Outcomes for School Based Services (CST-250)

<i>Pillia's Trace</i>	<i>F-Value</i>	<i>Hypo. df</i>	<i>Error df</i>	<i>Alpha</i>	<i>Cohen's d</i>	<i>Magnitude</i>	<i>Significant</i>
.79	27.42	6	45	.00	1.48	Large	Yes

# REPEATED MEASURES ANALYSIS OF TREATMENT OUTCOMES FOR 114-WM

2020/2021 AY

Clinical Scale of Treatment Outcomes for School Based Services (CST-250)

<i>Pillia's Trace</i>	<i>F-Value</i>	<i>Hypo. df</i>	<i>Error df</i>	<i>Alpha</i>	<i>Cohen's d</i>	<i>Magnitude</i>	<i>Significant</i>
.77	60.24	6	108	.00	1.46	Large	Yes

# POST HOC COMPARISONS FOR REPEATED MEASURES ANALYSIS FOR 82-WM

2019/2020 AY

Clinical Scale of Treatment Outcomes for School Based Services (CST-250)

Univariate	F-Value	Alpha	Cohen's d	Magnitude	Significant
Severity of Symptom A	88.58	.00	1.32	Large	Yes
Frequency of Symptom A	96.62	.00	1.41	Large	Yes
Severity of Symptom B	101.58	.00	1.58	Large	Yes
Frequency of Symptom B	108.00	.00	1.46	Large	Yes
Severity of Symptom C	62.67	.00	1.35	Large	Yes
Frequency of Symptom C	58.91	.00	1.21	Large	Yes

# POST HOC COMPARISONS FOR REPEATED MEASURES ANALYSIS FOR 114-WM

2020/2021 AY

Clinical Scale of Treatment Outcomes for School Based Services (CST-250)

Univariate	F-Value	Alpha	Cohen's <i>d</i>	Magnitude	Significant
Severity of Symptom A	147.88	.00	1.06	Large	Yes
Frequency of Symptom A	108.64	.00	.70	Large	Yes
Severity of Symptom B	200.87	.00	1.18	Large	Yes
Frequency of Symptom B	206.22	.00	1.38	Large	Yes
Severity of Symptom C	96.65	.00	.95	Large	Yes
Frequency of Symptom C	115.50	.00	.89	Large	Yes

# MATRIX FOR CRISIS LEVEL DETERMINATION

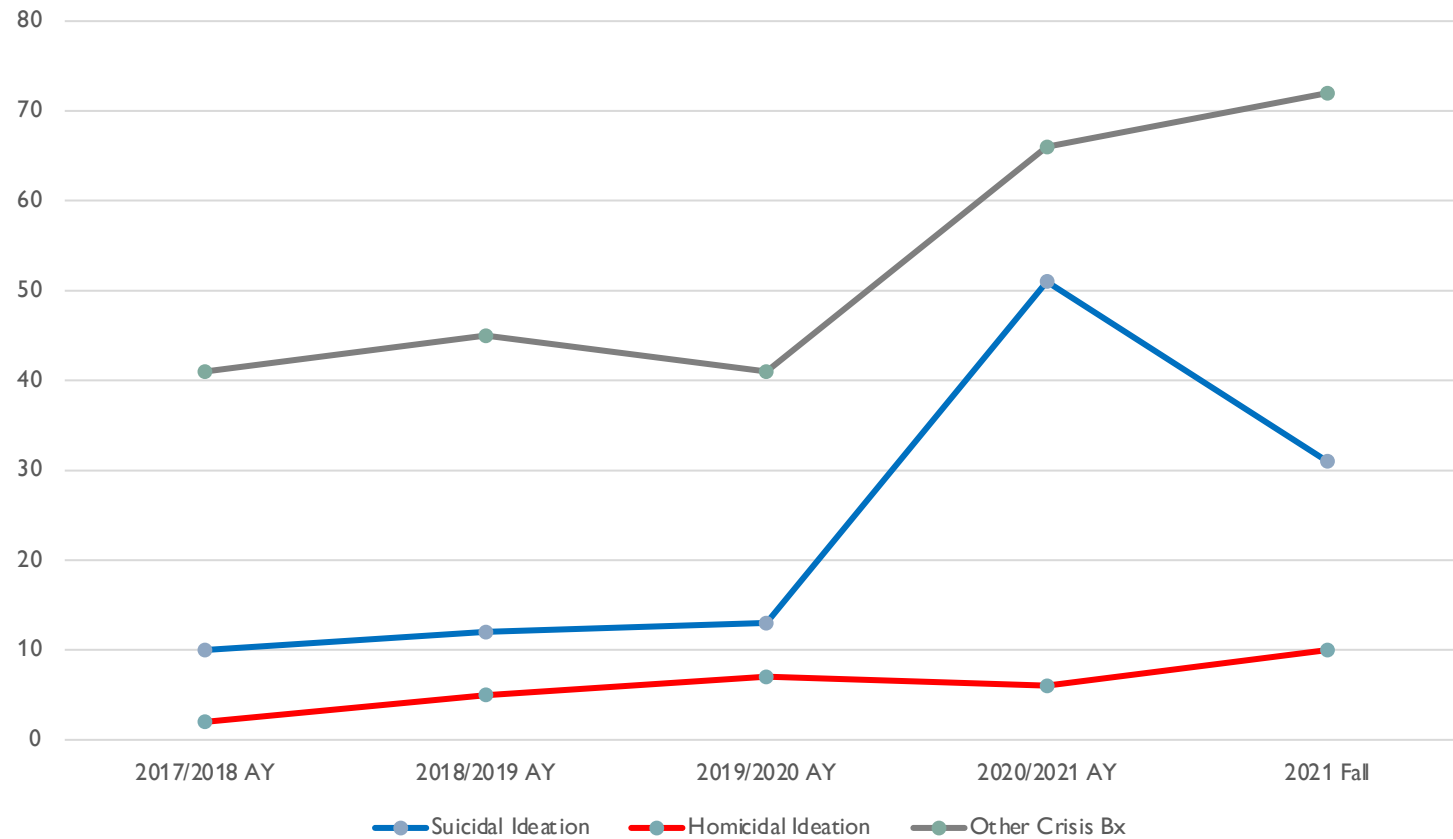
Level	Example
High Crisis	Escalating Bizarre Behavior, Suicidal Plans, Homicidal Plans, & Hallucinations
Medium Crisis	Suicidal Ideation, Homicidal Ideation, Self Mutilation, Isolative, Destruction of Property & Combative
Low Crisis	Misperception, Agitation, Suicidal Ideation, Homicidal Ideation & Withdrawn
Emotionally Distraught	Profanity, Non-Compliance & General Disrespect
Transient Negative Emotions	Raised Voice, Tearful, Mild Opposition & Sulking
Minor Distress	Venting of Emotions & Perceptions

## CRISIS TRENDS FOR 412 - RISK / THREAT ASSESSMENTS

Crisis Type	2017/2018 AY	2018/2019 AY	2019/2020 AY	2020/2021 AY	Fall of 2021
Suicide Ideation	10	12	13	51	31
Homicide Ideation	2	5	7	6	10
Other Crisis Bx	41	45	41	66	72
<b>TOTAL</b>	<b>53</b>	<b>62</b>	<b>61</b>	<b>123</b>	<b>113</b>



# CRISIS TRENDS FOR 412-RISK/THREAT ASSESSMENTS



## **A D V E R S E   C H I L D H O O D   E X P E R I E N C E   ( A C E )**

- ACEs are traumatic events occurring before the age of 18. ACEs include all types of abuse and neglect along with parental mental illness, substance use, divorce, incarceration, and domestic violence. From 1995 to 1997, the Center for Disease Control and Kaiser Permanente Hospital conducted a study with over 17,000 subjects that revealed 40% of them had two or more ACEs.
- The same landmark study found a significant relationship between the number of ACEs a person experienced and variety of negative outcomes in adulthood such as poor academic achievement, risky behavior, heart disease, diabetes, substance abuse, and poor mental health. The more ACEs experienced, the greater the risk for these outcomes.

## AVERAGE ACE SCORE FOR 82 - WM



4

2019/2020 AY

- Ninety-three percent of WM receiving psychological treatment have ACEs.
- If WM don't receive appropriate psychological treatment before 18-years of age, they have a 500% increase for risk of alcoholism (M. Straus, 2019) as adults.
- If WM don't receive appropriate psychological treatment before 18-years of age, they are 50% more likely to experience hallucinations if they abuse substances as adults (M. Straus, 2019).

# UNIVARIATE TESTS OF ACE SCORE WITH DEMOGRAPHICS FOR 82-WM

2019/2020 AY

Comparisons	F-Value	Alpha	Significant
Ethnic <i>By</i> ACE Score	2.53	.09	No
Gender <i>By</i> ACE Score	.99	.32	No
School Division <i>By</i> ACE Score	.149	.70	No
DSM-5 Diagnosis <i>By</i> ACE Score	1.17	.33	No

# OTHER RESULTS FROM ACE STUDIES FOR 82-WM

2019/2020 AY

- 31% of WM suffered emotional abuse
- 46% of WM suffered emotional neglect
- 27% of WM live with caregivers who have psychiatric disturbance
- 12% of WM have mothers who were treated violently at home
- 32% of WM have divorced or separated parents
- 11% of WM have an incarcerated family member who used to live with them
- 13% of WM live with persons who abuse substances

# ATTACHMENT

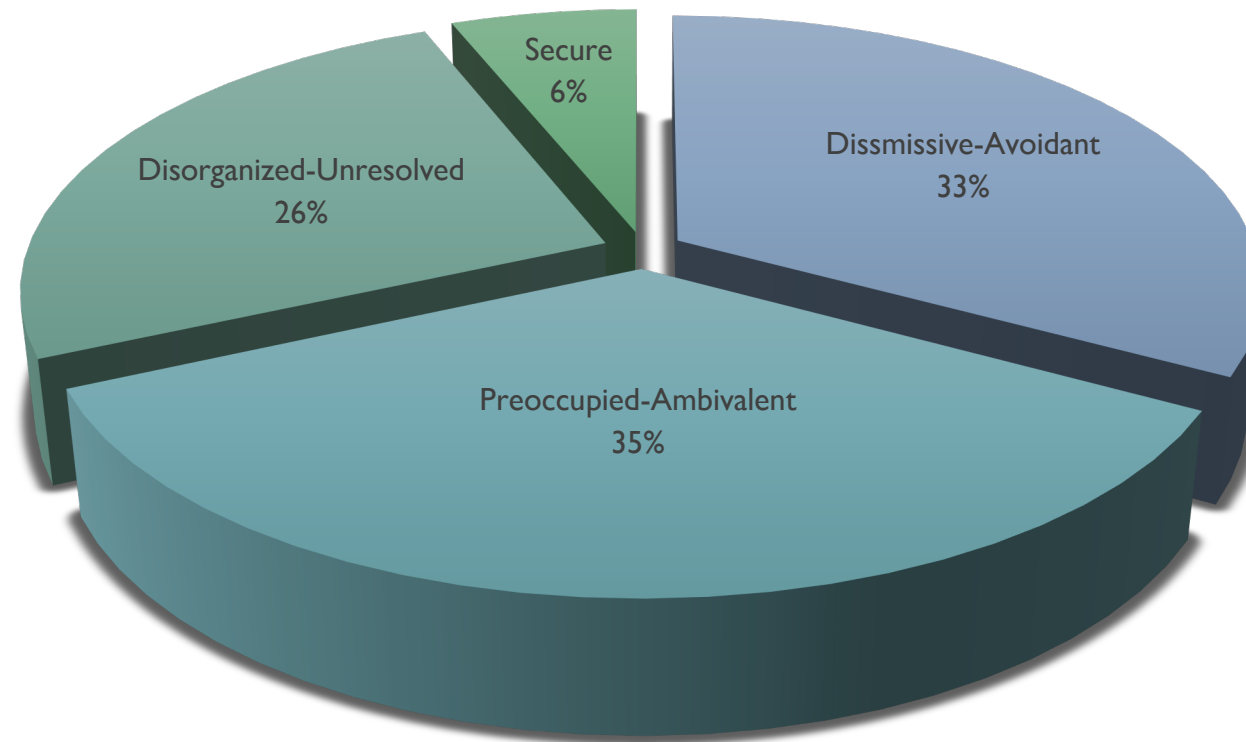
- Attachment can be defined as a deep and enduring emotional bond between parent and child in which closeness and security are sought. The caregiver is regularly faced with the task of responding sensitively and appropriately to the child's needs.
- Research dating back to at least 1980 suggest that Attachment is a strong predictor of future temperament, school adjustment, stress tolerance, and ability to manage conflict in youth and adults. Scientists have also discovered four Attachment Styles.

## 4 - ATTACHMENT STYLES

- *Secure*: WM value intimate relationships, and have capacity to maintain close relationships without losing personal autonomy.
- *Dismissive-Avoidant*: WM downplay importance of close relationships, and protect themselves against painful feelings stemming from neglect, emotional distance or rejection.
- *Preoccupied-Ambivalent*: WM seek relationships too easily, and tend to behave in an equivocal and clinging way.
- *Disorganized-Unresolved*: WM tend to view themselves as unlovable and others as unreliable. They avoid close relationships due to fear of rejection, personal insecurity, and distrust of others.

# ATTACHMENT STYLES FOR 82-WM

2019/2020 AY





# SUMMARY OF MWA ATTACHMENT STUDIES

2019/2020 AY

- There is a significant relationship between Attachment Style and Primary Diagnosis. WM who suffer from disruptive behavior disorders such as Oppositional Defiant Disorder and Conduct Disorder are more likely to have a Disorganized-Unresolved Attachment Style.
- WM who satisfy criteria for Major Depressive Disorder, Generalized Anxiety Disorder, and other mood disturbances are significantly more likely to show Dismissive-Avoidant and Preoccupied-Ambivalent Attachment Styles.
- Although Gender and Attachment Style are independent, the relationship between Ethnicity and Attachment Style is significant. African American WM are more likely to have a Disorganized-Unresolved Attachment Style. In contrast, Latinx WM tend to be overrepresented with Dismissive-Avoidant and Preoccupied-Ambivalent Attachment Styles.

# S U M M A R Y   O F   M W A   A T T A C H M E N T   S T U D I E S

2019/2020 AY

- The association between Attachment Style and Psychosocial Development Stage is statistically significant. Latinx WM in the Identity vs. Confusion stage, who have a Dismissive-Avoidant Attachment Style, attempt to manage vulnerability by excluding thoughts and feelings from awareness. This leads to memory problems, fragmented processing of information, and delayed self-identity development.
- African American WM in the Industry vs. Inferiority stage, who have a Disorganized-Unresolved Attachment Style, attempt to compensate for a sense of incompetence through physical aggression and task avoidance. Regrettably, these phenomena are likely to give rise to underachievement, school suspension, “blacking out,” and other dissociative states.

# NON-PARAMETRIC TESTS OF ATTACHMENT STYLE FOR 82-WM

2019/2020 AY

Comparison	Chi-Square	Alpha	Cohen's <i>d</i>	Magnitude	Significant
Attachment By Primary Diagnosis	45.73	.00	1.21	Large	Yes
Attachment By Developmental Stage	7.28	.03	.31	Medium	Yes
Attachment By Ethnic Group	18.26	.00	1.12	Large	Yes
Attachment By Gender	2.12	.35	NA	NA	No

# ACTION ITEMS FOR MWA MENTAL HEALTH TEAM

1. When ACEs are identified or suspected in WM, they will be assessed and integrated by clinicians using a “top down” processing approach that addresses at minimum safety, trust, power/control, esteem, and intimacy. WM will also be provided with normalization interventions, and education about how discussing traumatic events during childhood protects them from physical health problems, psychiatric illness, and substance abuse issues throughout adulthood. The latter also includes how processing stressful situations during childhood increases their chances of succeeding in college.
2. Attachment styles of WM will be assessed during the intake process along with primary diagnosis.

## **ACTION ITEMS FOR MWA MENTAL HEALTH TEAM**

3. WM who have insecure attachment styles must undergo grounding interventions immediately before and after discussions of traumatic material. These WM will also receive one to two brief contacts with clinicians between sessions.
4. Empathy, aggression replacement, and personal asset management training must be integrated into treatment plans of middle school, African American WM who have a Disorganized-Unresolved Attachment style.
5. Caregivers of African American WM in treatment will be consulted about ways to affirm, celebrate, and identify progress and strengths of their students.
6. Modified Thought Logs will be utilized with Latinx WM in high school who have a Dismissive-Avoidant Attachment style to facilitate reflection, connection between emotionally charged situations, processing efficiency, and accurate recall.

# **ACTION ITEMS FOR MWA MENTAL HEALTH TEAM**

7. In order to equalize treatment effects across primary diagnosis subgroups of WM, FPA clinicians will spend more time implementing interventions to clear thinking errors, while developing behavioral analysis and informal mindfulness skills in WM who suffer from Anxiety and Disruptive Behavioral Disorders.

## **ACTION ITEMS FOR MWA STAFF**

1. Teacher should implement 2-minute breathing exercises with WM immediately before and after lessons pertaining to race, politics, abuse, and other potentially unsettling topics. This should be followed by teachers using the PMSC Coping Skills model in a group format.
2. When teachers or deans receive direct or indirect information about WM experiencing a traumatic event, they should be referred to MWA mental health team for evaluation and potential “top down” processing.
3. The director of curriculum and instruction should assess the value and appropriateness of health and wellness teachers integrating information about the relationship between ACEs and physical health (i.e., diabetes, high blood pressure, ulcers, etc.) into designated lesson plans.

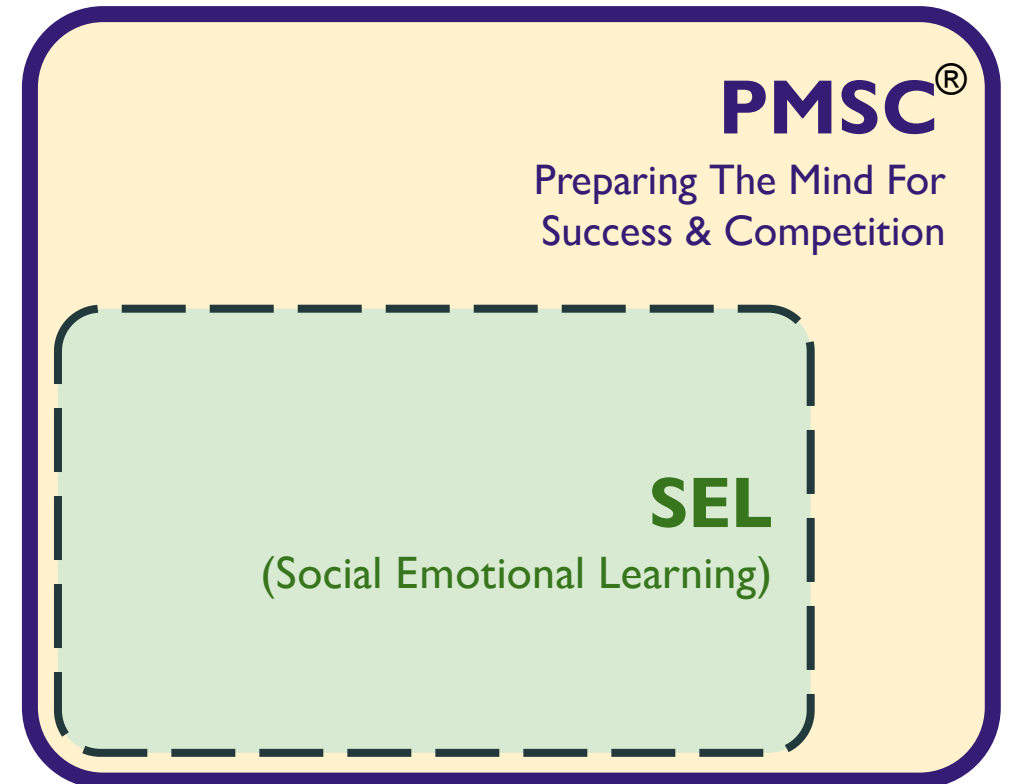
## **ACTION ITEMS FOR MWA STAFF**

4. Teachers and deans working with middle school students are recommended to intentionally guide African American WM in accurately identifying emotions and psychological needs of historical figures (i.e., during lessons), and peers they struggle to properly engage (e.g., conflict, bullying, etc.). This can be done by referencing the Relationship and Coping models of PMSC.
5. Latinx WM in high school should be supported by teachers in briefly identifying their personal thoughts, feelings, and behavioral reactions to topics they learn in class. This can be done by leveraging the Coping model of PMSC. Subsequently, Latinx WM must be encouraged to discover themes across these data related to various topics discussed in class.



# RELATIONSHIP BETWEEN SEL, PMSC, & EDUCATION

- Academic success is influenced by social & emotional factors
- SEL focuses on *Skills* while PMSC<sup>®</sup> focuses on *Competencies* (Skills + mindset, understanding & application)
- PMSC<sup>®</sup> accommodates for cultural & community factors



# HOW PMSC<sup>®</sup> & FPA CLINICAL SERVICES HELPS POSITION MWA FOR FUTURE SUCCESS?

## ERMHS

- Regularly scheduled appts.
- Diagnosis affects learning and social
- Reimbursement

## PMSC<sup>®</sup>

- Competency based
- Culturally relevant
- Performance driven

## PMSC<sup>®</sup> Digital

- In-person and remote learning
- Self-paced
- “Gamification”

thank you!

# Coversheet

## Senior School Director Written Report

**Section:** II. Standing Reports  
**Item:** C. Senior School Director Written Report  
**Purpose:** Discuss  
**Submitted by:** Evangelia Ward-Jackson  
**Related Material:** January 2022\_School Board Report.ewj.pdf

**BACKGROUND:**

Today's Board Report includes my reflection on the Board Engagement feedback, as well as a look into the Social Workers department and our Athletics department.

**RECOMMENDATION:**

Please review the report in preparation for our engagement, and for the Q&A.



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# Board Report

## School-Wide

## Board Report - January 2022

### From the Senior School Director's Desk

Dr. E. Ward-Jackson

This has been a tough school year for our faculty and staff. Navigating through being short-staffed, attempting to maintain visibility, accessibility, and responsiveness, while having some quality continuity of teaching and learning has proven difficult amongst expectations that are set on “gold standard” as opposed to “good enough”, heightened student behavior challenges, parent conflict and challenging teacher engagement, longstanding trust and culture issues, and gaps in key support and leadership positions.

After the week 1 delayed school opening we launched a school-wide Thrive@Home program for continuity of student engagement. We then prepared for a temporary independent study offering that began the week of 1/17/22. As promised in my last report, I provided a review of our initial priorities for the year in a detailed supplementary report. In this report I share some of the pivots, and specifically some of the things that we are doing well, some challenges, and some key areas of focus for the next 8 weeks in response to the board engagement with staff report.

Quite optimistically, in our September Board Report, I shared with you that I had launched the school year by defining the mindset that would be important to take on as we embarked upon a school year that promised to be challenging. Taking on a growth mindset with two very important drivers, Fortitude and Resilience, would assist us in accepting the charge of our CEO's call to focus on what is good enough, versus what is gold standard by illuminating quality over perfection. Many plans for prioritization and de-prioritization, along with student onboarding and support and teacher and family engagement were made, but fidelity to the plans, and in many cases implementation of the plans, experienced either a halt, a revamp, or a contingency plan due to early term resignations, leaves and extended leaves, Covid quarantines of leaders, as well as the reallocation of key leaders to teaching. My failure to adequately anticipate and plan for the tremendous hole in supervision, oversight, and programmatic fidelity that these external factors would cause, has only intensified the core pain points of our faculty, stretched my capacity, and has added to the revolving cycle of recovery during one of the most challenging seasons of our lifetime.

#### Focus Area: Responsiveness to Data from Board Staff Engagement Data

##### What's going well/Successes:

- Academic Instruction and Ops team collaborated on a reset effort for the Semester 2 launch
- Deans and Grade Level Leads have partnered on a cutting policy and communication plan
- I collaborated with Senior School Leadership, Academic Instruction, Holistic Services, and the Senior School Director Task Force on prioritizing response efforts
  - Staff feedback is consistent with feedback shared in open sessions, circle-up with Ward-Jackson meetings, and the task force. To that end some plans, specific to communication, student behavior, and support were underway ahead of the Semester 1 close.
- I held two faculty meetings within the first 3 weeks of school with the objective of having all faculty leave the space having provided input, feeling involved, and ready for the upcoming week
- 100% attendance at faculty meetings
- All questions answered in session or in writing following consultation with the CEO, COO, CFO, and Senior Director of Academic Instruction

## Board Report - January 2022

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- Sr. Director of Academic Instruction has worked to design a one-stop-shop, Google site for remote engagement with Wave-Makers that captures all communications to staff on one site: [Thrive@Home Faculty Hub](#)

### What are the challenges:

- *My timeline for processing, planning, and execution didn't reflect the urgency of response needed, due in part to:*
  - My need for strategic thinking time and thought partnership
  - Unanticipated end of S1 resignations from key leaders (Dean, Director of Academic Instruction, Teacher Leader).
  - Back to back personal bereavement
  - Reallocation of time to support critical needs (Dean's office and IEPs)--wondering if I had sought out support sooner regarding how to best prioritize, both these needs and my capacity, might we be in a better place as a school community.
  - Cancellation of 1/7 SSD PD due to school closure associated with Covid Omicron surge. This was supposed to be a very important PD, aimed at setting up the new semester, sharing tactical outcomes in response to the Board Engagement feedback, and encouraging hope and energy for the work ahead.
  - Lost momentum for on-site reset due to remote S2 start. In Q2 we attempted a "reboot" of the school year that was intended to recommit Wave-Makers and staff to our longstanding practices. This did not go fully as planned. For semester 2 we have planned a "reset" that will introduce some new practices and procedures that are designed to respond to the top student behavior concerns.
  
- **Marlin Hour/Intervention**
  - Inconsistent use of time and inconsistent programming for students who are not designated as ELD, Tier 3, or SPED students
  - Increased volume of students cutting class and student behavioral infractions that impact having consistent and effective student intervention class time
  
- **Deans**
  - Losing key departmental leaders mid-year. Some critical knowledge and practices were lost with the departures
  - Effective partnership and collaboration with faculty
  - Broad demand for professional development from the Dean's Office
  - Overwhelmed by departmental shifts and are primary organizers of Advisory curriculum and programming
  - Increased volume of student support needs
  
- **Teachers**
  - Not receiving materials with enough prep time
  - materials often too middle school-centric
  - not enough time in session
  - Identifying and onboarding a prepared Social-Emotional Learning (SEL) curriculum, especially considering varying requests for Advisory time (Check-ins, Social-Emotional Programming, College Access, Community Building, Response to internal and external community happenings such as racial injustices, Covid implications, and REP review)

## Board Report - January 2022

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- **Communication**

- Not sharing out information broadly enough. For example, every functional area created a chart of what their area was prioritizing and de-prioritizing, but this was not shared out to the faculty.
- Not a central location or clear procedure for how to get communication. This often places teachers in the difficult situation of learning information from students first, or not knowing how to best respond to students
- Lack of clarity on who, how, and when decisions are made
- Desire from teachers and leaders for more input on decision making
- Consideration and communication regarding programmatic changes and impact on After School program
- New Teacher and Substitute onboarding and induction. Plans not shared broadly enough.
- Appreciation, celebration, and community building activities are not prioritized during this season, but it is something that our faculty needs and wants. It will also help to strengthen the school culture, build relationships, trust, and a sense of belonging.

- **Professional Development**

- Differentiating between Professional Develop and Faculty meetings
  - Having and making clear opportunities for relevant PD
  - Not having designated time for faculty meetings where teachers can just talk with leaders and peers. Prioritizing the time to talk and connect is very important to our faculty and is something that has been deprioritized.
- No time for Teacher leaders to collaborate because of increased supervision duties
- Adult social-emotional development
- No/Inconsistent/Confusing trainings on student discipline

### Key Priorities for Next 8 Weeks:

- Revamp PD Calendar to include grade level and content area collaboration
  - Secure, calendar, and share out staff PD's from community partners on mindfulness & wellness, restorative practices and PMSC
  - Using the parent engagement model, design a schedule of input, feedback, and engagement for faculty and staff on programmatic compliance and grants in alignment with the PD calendar.
- Hiring and onboarding new staff
  - Refine and share induction playlist for onboarding staff and contingency plans for vacated leadership positions
- Formally introduce the new role of Director of School Culture
  - Prioritize standard detention practice and restorative activities
  - Prioritize community building and standardized student activities and engagement practices, protocols, and procedures across the Academy
  - Implement success indicator tracking for the Director of School Culture work
- Formally share new Dean of Student focus areas and communication plan
  - Implement success indicator tracking for the work of the Deans' Office
  - Expanding Dean's office
- Task Force focus on: [Our Futures Project](#)



## Board Report - January 2022

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- This work began in November and is approaching the stage where Task force members will share with groups of their peers.
- Task force will also prioritize work on a staff version of the affirmation and defining a collection of behaviors and norms for the ideal staff culture
- Task force will retain meetings as spaces to have courageous conversations; where time is spent in the problem space and the commitment of the Task force to surface solutions is upheld. Time in Friday Professional Development will be secured for Impact Circles
- Calendaring Staff Community building activities for the semester
- Confirm and implement redesign of Marlin Hour/Intervention and any associated schedule change
- Confirm and re-allocate leadership of Advisory
- Plan and design programmatic and schedule recommendations for the Spring Curriculum Review Committee meeting
- Tighten systems and protocols around scheduling, grading, proposals, and behavior interventions—document, and partner with the CEO on appropriate housing and custodian for such institutional knowledge.

All of the key priorities for the next 8 weeks will be accomplished with a collaborative approach. Performance and success indicators will include surveys, project plan tracking, as well as qualitative feedback opportunities.

There are two critical areas connected to student wellness and engagement that will be highlighted in the remainder of this report. Our Social Work Department and the Athletics department will walk through their analysis of what is happening in their areas, share data that helps to paint the picture of the student support needs and participation, and finally a glimpse into what is next for these very important areas of engagement as we are in the middle of the Omicron variant surge.

## Board Report - January 2022

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### Social Work Department

Rachel Navarro, Lead Social Worker

#### What?

##### Disruption of Child Development

“The COVID-19 global pandemic and the resulting economic, health, and educational disruptions have upset all aspects of young people’s lives. The pandemic’s reach will likely continue in the near term and as psychological and academic trajectories unfold over time” (Child Development During the COVID-19 Pandemic Through a Life Course Theory Lens, Oct. 2020).

The 2021-22 Academic Year began with our Making Waves community (among other school communities in the nation) struggling with integrating into the current “new normal”. Student challenges such as behavior management, loss of learning, decrease in social skills, grief and loss and family stressors made it difficult for some of our Wave Makers to focus and build positive relationships in the wake of a global pandemic. With staffing issues and lack of student motivation, the Holistic Support Services Department experienced an increase in student referrals, families in need of resources and teachers needing additional support when managing classroom behavior. In order to fill staffing gaps such as the departure of the Holistic Support Services Director, Senior Dean, 7th-9th grade dean and lack of teachers, the team took on additional department responsibilities and found themselves as substitutes in the classroom. As social workers, it is our ethical responsibility and compassionate nature to help those in need, but how do we care for others, when we, as humans, have also experienced the toll of what COVID has done? In addressing our community needs, we moved forward with the expansion of the social work department, in the hopes that having access to additional skilled professionals would give our students more safe spaces to develop/enhance coping strategies, explore feelings and set goals for themselves.

#### So What?

##### Staffing and Intentional Services

For the 2021-22 Academic year, as part of a larger Holistic Support Services model shift, organized its social worker and dean support around a “cluster model” of support. Clusters are based on clustering grade levels that are more social-emotionally similar in terms of age and developmentally- appropriate challenges and support strategies - 5th-6th, 7th-9th, and 10th-12th grades. A dean and social worker are assigned to support a specific cluster. They can then meet regularly to compare notes, share information, and consult on serving the same cluster of students, allowing opportunities to identify any patterns of behavior or potential interventions affecting specific clusters of students.

In preparation for this new approach and proactively preparing to address an increase in community needs, the Social Work Department increased staff by hiring an additional Social Worker and Student Supports Coordinator. The department is now comprised of a 5th-6th grade social worker (Angelica Maulucci, ASW), 7th-9th grade social worker (Diamond McMillian, ASW), Student Supports Coordinator (Adeline Alvarado, MWA alumnus, Wave-Maker, and MSW candidate) and Lead and 10th-12th grade social worker (Rachel Navarro, ASW). In efforts to provide intentional supports and services, the team participates in the Multi-Tiered Support Services (MTSS) framework by collaborating with multidisciplinary teams such as the Deans Department, SPED Services, Faculty and staff, outside community providers and our Clinical Psychological Services Provider, Fruge’ Psychological Associates (FPA).

During the beginning of the 21-22 AY, the social workers supported students in managing various needs and presenting problems. Emotional dysregulation was one of the highest areas of concern for many of our wave-makers, regardless of age or demographics. This dysregulation was displayed through anxiety attacks, anger outbursts, disassociation, and lack of motivation. The impact of the pandemic contributed to the many ongoing challenges our students are faced with such as trauma, community violence, poverty, grief and other mental health concerns, including depression.

## Board Report - January 2022

### Social Work Dashboard: 8/16/21-11/30/22

#### *Disaggregated Cluster Information*

Type of service	# of times Initiated			Grand Total
	5th-6th	7th-9th	10th-12th	All Grades
	333 Students Enrolled	506 Students Enrolled	288 Students Enrolled	1,127 Students
Unduplicated # of Students Seen	104	73	52	229
Student Contacts (including number of sessions)	491	170	146	807
Caseload (includes 1:1 counseling and case management)	45	21	17	83
Groups	1	0	0	1
Suspected Child Abuse Report	1	0	0	1
Safety and Risk Assessment (suicide asesement, safety plans, Gaggle alerts)	23	29	6	48
Teacher/Staff Consultation	13	6	15	34
Parent/Guardian Consultation	89	8	5	102
Psychiatric Hospitalization	0	0	0	0
Return to School Meetings	7	10	0	17
Police Reports	0	0	0	0
Parent Presentations	1	1	1	3
SST/504/IEP Meetings	12	4	5	21

## Board Report - January 2022

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### Now What?

#### Resilience

“Resilience is known as the process of adaptation while enduring hardship and adversity. We all are wired so we’re capable of cultivating it. That comes through deliberate action, through mindsets, attitudes and behavior” (Laurio, 2020).

The social work team aims to support our wave-makers in:

- Building resilience through enhancing and developing coping skills in order to function in a world that is constantly changing and unpredictable
- Providing opportunities to grow the skills necessary for managing emotions will give our students the tools to address daily stressors as they develop into young adulthood.

Through one on one counseling sessions, consultations with staff and families and collaboration with outside providers, the social workers utilize their sense of self, knowledge and experience to serve in a developmentally appropriate manner to meet their clients needs.

As we continue to provide services, the social workers will address needs through:

- Ongoing assessments of student behaviors and skills through:
  - One on one sessions
  - Utilization of scaling questions
  - Decrease in behavior management issues
- Working on client goals to include but not limited to:
  - Enhancing coping skills for emotional regulation
  - Address and process trauma
- Meeting with collaborative partners
- Triaging and prioritizing the highest levels of concerns.

I meet frequently with the team to explore challenges, collect data, and review best practices in utilizing tailored interventions.

## Board Report - January 2022

### Athletics

Jeff Hazel, Athletic Director

#### What?

Upper School Athletics started the school year with the sports we have offered in the past in our Fall Season

Team	Student Athletes	Team GPAs & Eligibility
<b>Varsity Boys Soccer</b>	22 players	3.1 team GPA in 2nd Quarter (2 ineligible players)
<b>JV Boys Soccer</b>	13 players (including 6 Varsity players to fill out the team)	3.11 Team GPA in 2nd Quarter
<b>Varsity Girls Volleyball</b>	10 players	3.57 team GPA in 2nd Quarter
<b>JV Girls Volleyball</b>	9 players	3.65 team GPA in 2nd Quarter
<b>Boys Cross Country</b>	15 runners	3.36 team GPA in 2nd Quarter (1 ineligible runner)
<b>Girls Cross Country</b>	3 runners	3.78 team GPA in 2nd Quarter

The numbers were smaller than in the past for our JV Boys Soccer team (we had some of the underclassmen from the Varsity team playing on the JV team so the JV team can have a full squad) and the JV team not participating in their league this season (because Varsity and JV games were played on the same dates).

The Cross Country team continued hosting their own meet with some of the other BCL schools running a course that begins and ends in the parking lot of the MWA Foundation and runs through Hilltop Lake Park and around the lake. It is a great site to watch a meet from as one can see much of the course from the start/finish area up on the hill. The home meet also allows our team to have a Senior meet truly at home.

The Girls Varsity Volleyball team had a successful season finishing with a .500 record and making it to their league playoffs for only the 2nd time in school history.

And the Boys Varsity Soccer team won both their league title and Making Waves' first section championship (after 5 previous losses in the finals) beating Fortuna 4-1 in the North Coast Section finals. This allowed the school to have their first gathering of the entire school together by having an outside Championship Rally in the Courtyard. It was great to have the whole school together and the players enjoyed presenting the trophy and banner to the school community, participating in a few rally games (the girls team beat the boys team in a heading contest so there are still things to work on for our boys), hearing and participating in school cheers, and taking pictures with the trophy and banner. Fun was had by all the students.

## Board Report - January 2022

This Winter Season of Upper School Athletics

Team	Student Athletes	Team GPAs & Eligibility
<b><i>Boys Varsity Basketball</i></b>	13 players	3.01 team GPA in 2nd Quarter (3 ineligible players)
<b><i>Boys JV Basketball</i></b>	12 players	2.97 team GPA in 2nd Quarter (3 ineligible players)
<b><i>Girls Varsity Basketball</i></b>	12 players	2.88 team GPA in 2nd Quarter (3 ineligible players)
<b><i>Girls Varsity Soccer</i></b>	18 players	3.31 team GPA in 2nd Quarter (3 ineligible players)
<b><i>Cheer</i></b>	22 cheerleaders	3.14 team GPA in 2nd Quarter (4 ineligible cheerleaders)

In the past we have had enough for a Girls JV basketball team but not this school year.

The first half of the season has encountered no Covid issues, but since Winter vacation we, and many of our league opponents, have experienced challenges due to the Omicron surge:

- Schools not in person
- Schools not playing sports during the surge
- Schools having Covid quarantines of their team
- Schools not having enough Covid-free players to field a team
- Getting our players to school for practice since we have been off campus since Winter vacation

The teams practiced the week of January 10th and will begin playing games again the week of January 17th.

On the plus side, we began allowing vaccinated fans to our home basketball games (after not allowing any fans but our own students at home Volleyball games in the Fall) as well as having our Varsity Boys Basketball team play in the Pescadero tournament and finish third; our girls finished fifth. Also the Boys Varsity basketball team played in Ft. Bragg's tournament the week between Christmas and New Year's (teams had dropped out due to Covid concerns and we were asked to fill one of the open spots) and the players enjoyed the experience and chance to get away and bond as a team. Over 40 students tried out for our Cheer squad and are looking forward to getting a chance to cheer at a basketball game. Our girls soccer team is competing in the winter season for the first time participating in the BCL-East league as the spring has very few girls soccer teams any more (less than 20 in the entire section)

## Board Report - January 2022

For the Spring sports season we anticipate having Baseball, Softball, Boys Volleyball, Track and Field, and an E-Sports team again.

The Middle School sports seasons have been adjusted somewhat to address Covid concerns and in the Fall season the following sports played:

Team	Student Athletes	Team GPAs & Eligibility
<b>Boys Soccer</b>	20 players (with over 40 boys trying out)	3.21 team GPA in 1st Quarter (2 ineligible players)
<b>Girls Soccer</b> <i>[Was played in the Winter/Spring previously]</i>	18 players (with over 35 girls trying out)	3.28 team GPA in 1st Quarter (1 ineligible player)
<b>Girls Volleyball</b>	16 players and 2 teams (and over 40 girls trying out)	3.37 team GPA in 1st Quarter (1 ineligible player)

The Boys and Girls soccer teams participated in the City of Richmond Middle School Charter School league with games played at MLK Memorial Park. The Girls finished in 4th place in the league and the Boys finished in second place, losing in the finals 3-1 but earning a trophy which is on display in the Middle School Main Office. The 2 Volleyball teams played a few games in the fall as they waited for the Middle School Charter School league to start in late January/early February (Covid permitting). They have been practicing all fall semester and cannot wait to start their league. The goal is to have Middle School basketball in the spring after the Volleyball league season finishes.

### So What?

As mentioned, the numbers of our US athletes is a little lower than in the past. In particular our sophomore class is not participating in athletics as much as the other classes. My guess is that when the sophomores were frosh, MWA was not having in-person classes (2020-21 school year) and, while MWA did have a shortened and out of season sports season last school year, the frosh numbers were very low (only 8 frosh participated in athletics last school year):

- They were not on campus, they were unaware of the sports offering because we did not have student word of mouth communication
- They did not have transportation to school in the afternoon
- Families had safety concerns about their children playing sports.

We did not have enough girls this winter for a JV Basketball team which could be attributed partly to Girls Soccer moving to the Winter season of sports.

### Now What?

Many of our coaches have ramped up out of season conditioning to help get our players ready as well. There are over 25 baseball and softball players working out 3 days a week to get ready for their spring seasons and our Boys Volleyball team would like to have Open Gym when the basketball teams are playing away games, but that hasn't happened due to no in-person school since break. The Cheerleaders are hoping to cheer at home basketball games, but out of abundance of caution, we have adjusted to having no fans again for home on campus sports because of the Omicron surge, so they

## Board Report - January 2022

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may be cheering just for the teams. We also have begun testing our athletes a second time during the week with the Nurse administering At Home Covid tests to the teams. This is in an effort to get more recent data on our players Covid status and provide additional safety for all of those involved in sports at MWA.

We are also looking forward to the completion of the US Gym which will allow for more training, conditioning and practice times for our teams and athletes since we will not have to share one Gym with the middle school. The upper school gym will also allow us to have more middle school teams since our interest in playing sports has grown as our wave sizes have increased to 168 students per grade level. With 2 gyms and 2 fields on campus so that each division has their own field and gym, the middle school can then have multiple teams in a sport. The interest already exists in soccer and volleyball and hopefully that will also be the case in basketball. Since the middle school did not have sports last year because of the pandemic, there seems to be a lot of pent up excitement and demand to participate in sports which will carry dividends to our entire sports program as students coming into the upper school will not be brand new to some of our sports offerings.

The hope is that the Covid surge will abate and our Spring Sports will have complete and uninterrupted seasons. The benefits for our students in participating in Sports and other co-curricular activities have never been so much in need for the development of our students' social-emotional well being as well as their physical health.

Go Marlins! Beat the Covid!

### **Links to Additional Material:**

- [Thrive@Home hub](#)
- [Our Futures Project](#)
- [SSC Parent Elections](#)



# Coversheet

## CEO Report

**Section:** II. Standing Reports  
**Item:** D. CEO Report  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** MWA CEO Report to the MWA Board\_JAN 2022\_ABN.pdf  
Staff Engagement Follow-Up\_Board Support\_1-5-22\_abn.pdf



## MWA CEO Report to the Making Waves Academy Board of Directors

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*January 2022*

### **Semester 2 Delayed Start**

Having a delay to the start of the 2<sup>nd</sup> semester is not the way we wanted to begin the new semester, but it is indicative of the kind of year it has been for not just Making Waves Academy (MWA) but for all schools. Towards the middle of the winter break, as we began to hear more about the Omicron strain and its threat to surge all around the globe, I braced myself and began to think through what would be needed to continue to optimize for both safety and in-person learning.

We knew we had to do the following things in short order to support a safe return:

- Delay the scheduled January 3<sup>rd</sup> start to allow for testing of all students and staff to get a baseline for infection rates in returning from the long winter break.
- Make sure we had COVID testing in place with our service providers.
- Communicate with staff, families, and our board to share our plans and approach.
- Review the COVID testing data and ***assess staff availability and capacity.***
- Communicate with our charter authorizer.

I emailed the board regularly over the past four weeks sharing updates and information in closer to real time. I am open to answering any questions you may have during the meeting as well.

### **My Areas of Focus**

- More frequent and targeted communication among all MWA community groups
- Budget and master calendar planning for 2022-23
- Meeting with functional area leaders and staff to gain more insight into progress and challenges
- Support efforts to shore up campus safety and operations
- Develop and present a vision for MWA moving forward
- Lean into supporting MWA being an inclusive and safe environment for community members
- Working in various open learning spaces on campus to help provide more visible leadership presence
- Supporting Patrick and the Program Core Team (PCT) on moving the strategic plan work forward

### **Progress to Goals for 2021-22**

My goals and *Objectives & Key Results* (OKRs) have had to shift more than in any other year of my school leadership. Typically, I am able to maintain momentum and make progress on at least two or more major goals. I have had to pivot and amend my areas of focus on goals and timelines multiple times this year.

Goal	Updates	Timing
<p><b>Goal #1</b> – <i>Develop a core instructional approach that is consistent with the core identity of MWA’s past and provides forward-looking approaches that are responsive to more current and future teaching and learning challenges and opportunities.</i></p>	<p>This work has not begun in earnest as of yet. I will be convening meetings over the next two months to discuss this topic, seek input and ideas that can inform the DRAFT of an approach to review with the Curriculum Advisory Committee of the board.</p>	<p><b>JUNE</b></p>
<p><b>Goal #2</b> – <i>Apply some of the recommendations of the Cal Berkeley Board Fellows in the area of further capturing and systemizing program and teaching innovation through a consistent “test and learn” approach.</i></p>	<p>Deprioritized with the exception of the college access scope and sequence work. I think there will be “test and learn” opportunities we can take advantage this year, and to be more fully realized it needs some connection to progress on Goal #1. Any innovation needs to be anchored in core practices and goals.</p>	<p><b>NA</b></p>
<p><b>Goal #3</b> – <i>Assess MWA programs to assess resource allocation levels for the near and medium term to support long term financial sustainability.</i></p>	<p>The survey data was helpful and will inform some shifts and direction in the budget development process for FY 2022-23. The participation rate among all staff in aggregate was about 94%. The rank order from the among the 8 categories are as follows – wit #1 ranked as the highest priority and #8 being the least prioritized:</p> <ol style="list-style-type: none"> <li>1. <u>Temporary COLA Stipend (\$12,000)</u></li> <li>2. <u>Campus supervision</u></li> <li>3. <u>Holistic support</u></li> <li>4. <i>Other benefits (e.g. COVID &amp; retention bonuses, tuition reimbursement, etc.)</i></li> <li>5. <i>Academic intervention</i></li> <li>6. <i>Clinical psychological services</i></li> <li>7. <i>Professional development</i></li> <li>8. <i>Transportation</i></li> </ol>	<p><b>JUNE</b></p>

**MWA Board Engagement with MWA Staff**

I provided some updates to the board and the staff on progress within the last couple of weeks in response to the feedback from the board engagement with staff in the late fall. The accompanying slides share some high-level highlights and updates thus far.

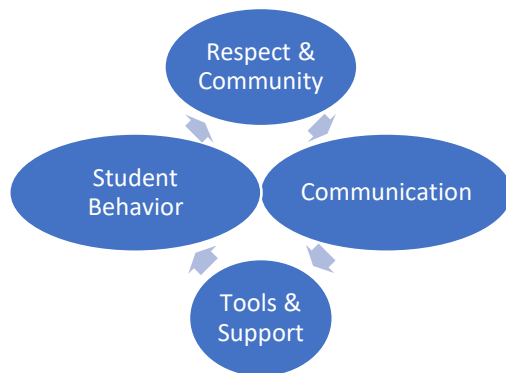
A current point of emphasis I have right now is around communication – attempting to communicate “early and often”, providing context and clarity as much as I can, and communicating across the range of our community members

I asked board members who participated in the engagement with staff work how they would like for me to report out on progress. The response was a combination of evidence of communication, data, and reflections. I have already sent out multiple emails to the full board and the staff this month. Moving forward, I will also share out progress in this chart (page 3) organized by the key feedback themes.

**Progress Updates in Thematic Areas of Staff Engagement Board Report**

Feedback Themes	Updates
<i>Respect &amp; Community</i>	<ul style="list-style-type: none"> <li>Engaging with a service provider to lead opt-in group meetings to process grief, loss, and experiences associated with operating school in COVID conditions as well as the loss felt in operating remotely last school year</li> <li>Met w/ Mr. Siapno to request support in leading student community building</li> <li>Plans to propose opt-in “Strawberry Talks” at the school</li> </ul>
<i>Communication</i>	<ul style="list-style-type: none"> <li>Increased the number of direct messaging to staff through email and Slack</li> <li>Providing more detail and context in some messaging</li> <li>Attempting to communicate earlier and more proactively</li> <li>Communicating with a variety of the span of community members</li> <li>Proposing and recommending areas for staff input thru first 3 weeks of Jan.</li> </ul>
<i>Tools &amp; Support</i>	<ul style="list-style-type: none"> <li>Approved adding additional on-site substitute teachers</li> <li>Introduced the use of a new arrival/dismissal tool (COO is vetting)</li> <li>Discussed email integration approach with MD of IT (Cloud-based &amp; Outlook)</li> </ul>
<i>Student Behavior</i>	<ul style="list-style-type: none"> <li>Approved adding an additional dean and student support services assistant</li> <li>Approved adding additional on-site substitute teachers</li> <li>Approved moving forward with a revision of the campus supervisor position</li> <li>Interviewed Senior Dean finalist candidate</li> </ul>

When debriefing my reflections with board members we discussed how these four themes are interconnected and responsive to one another as opposed to them being ordered by rank order priority over another. They exist in tandem with one another, and the more we are able to make progress against all of these thematic areas, the more the overall sense of responsiveness to the feedback will be experienced and felt.



**Strategic Plan Updates**

We have a retreat scheduled for early February with members of the MWA College and Career Counseling team, executive leaders from MWA and MWF, and members of the CAP team. The goal will be to make progress on the plans for implementation of the strategic plan initiatives and to continue to build relationship and collaboration among and across our MWA, MWF, and CAP teams.



# MWA Staff Engagement Next Steps

**Presenter(s): MWA CEO and COO**  
**Date: 1/5/2022**



*Learn. Graduate. Give Back.*

# Table of Contents

1. Ask

2. Comments

3. Next Steps

4. Follow-up



# “The Ask” – Meeting Objectives

- ***Space to share additional thoughts and insights***
- ***On the right track in terms of ideas & next steps proposed***
- ***Information, data, or evidence and at what cadence***

# Board Comments

***Do any of you have general comments or reflections you want to share after having a bit more time to sit with it?***

***Do the themes and high level key points still capture the critical pieces of feedback you heard?***

***Does the current state of the pandemic and other external forces add any additional element here that we haven't already captured?***



# CEO Reflections

- ***Much of the feedback resonated as valid/true***
- ***While embarrassing, areas of focus are clear***
- ***Consistent pattern of a gap between plans and reports vs. perceptions, actions, and results***
- ***Assumption that “old” way & my approach would inform one another for a “new way” was wrong – “old” way has prevailed and clouded my approach***
- ***Tradeoffs of what would be lost in terms of identity, culture, and people if I moved too fast***

where you are  
a year from now  
is a reflection of  
the choices you  
choose to make  
right now.

@MOLLYHOSTUDIO

# COO Reflections

- *k*

where you are  
a year from now  
is a reflection of  
the choices you  
choose to make  
right now.

@MOLLYHOSTUDIO

# Follow-up Steps COMPLETED to Date

- Detailed reports from all sessions provided to executive leaders
- Follow-up email sent by Alicia to staff prior to Thanksgiving
- Board members engaged on the project debriefed with Alton
- Alton discussed reports with senior leaders
- This presentation to the full board

# Follow-up Steps COMPLETED to Date

Steps	Comments
Detailed reports from all sessions provided to executive leaders	<ul style="list-style-type: none"> <li>• Leaders appreciated being able to review the detailed report</li> </ul>
Follow-up email sent by Alicia to staff prior to Thanksgiving	<ul style="list-style-type: none"> <li>• Underlined and demonstrated transparency</li> <li>• I received no positive or negative comments about the email</li> </ul>
Board members engaged on the project debriefed with Alton	<ul style="list-style-type: none"> <li>• Alton led a Dilemma of Practice and took notes</li> <li>• Alton requested a follow-up meeting to discuss further</li> <li>• Alton asked to include COO in next meeting</li> </ul>
Alton discussed reports with senior leaders	<ul style="list-style-type: none"> <li>• Alton led a Dilemma of Practice with MWA exec team</li> <li>• Alton engaged with Angel about the report</li> </ul>
This presentation to the full board	<ul style="list-style-type: none"> <li>• Elements of the report were discussed publicly</li> <li>• Alton engaged full board in closed session</li> </ul>

# Next Steps – Status Report

Steps	Status	Comments
Share this presentation with all staff	Completed?	<ul style="list-style-type: none"> <li>Shared my thoughts and validated report in CEO address before the break. Unclear if the slides were shared w/staff.</li> </ul>
Leadership will engage with staff on findings	Pending	<ul style="list-style-type: none"> <li>Given the timing and fatigue of staff, this has not been undertaken. Rather than share report, will share plans. Have to do both “showing” and “telling”.</li> </ul>
Board members on the project will hold a second discussion with Alton on short/long term fixes	In process	<ul style="list-style-type: none"> <li>In process to see if anything was missed and that the approach seems solid in addressing the concerns raised.</li> </ul>
Leadership will develop tactical plans for shorter term items and strategic plans for larger issues	In process	<ul style="list-style-type: none"> <li>General steps being led by CEO and COO to be targeted and specific in tactical plans focused on communication, clarity, timeliness, and evidence of action. Strategy will take longer to develop given competing priorities for time. Staffing actions.</li> </ul>
Position for reset in Semester 2	In process	<ul style="list-style-type: none"> <li>Some resets proposed (EWJ) with CEO and COO pushing in.</li> </ul>
Explore ways to make sure the board regularly hears teacher perspectives	TBD	<ul style="list-style-type: none"> <li>I have some thoughts on how to include teacher voice in the Board reports.</li> </ul>

# High-level Themes

Respect & Community

Communication

Tools & Support

Student Behavior

Pain points

*Staff feeling **lack of community** and not **feeling valued**, particularly with staff turnover*

*Pressure to be perfect and **fear of admitting mistakes/raising red flags***

***Last-minute** communication  
Slow and **opaque decision making***

***Lack of responsiveness** to questions and concerns*

***Understaffing** causing extra burden on staff and lack of support for teachers*

***Poor planning and lack of systems** leading to disorganization and confusion*

*Challenges with **behavior management** and lack of support*

*Concern for **student achievement, experience, equity and safety***



Example solutions

- Community building for students and staff
- Focus on making people feel valued
- Make time for collaboration

- Improved communication from school and leadership
- Add teacher voice to board meetings

- Improve systems and planning
- Hire more supervisors and temps
- Provide more support for new teachers

- Set expectations for students, have consequences
- Hire more deans

# High-level Theme Action/Plans

	Communication	Student Behavior	Tools & Support	Respect & Community
<i>Actions &amp; Plans</i>	<ul style="list-style-type: none"> <li>• Communicate <u>early &amp; often</u> with <u>context</u></li> <li>• Communicate things <u>multiple times in multiple channels</u></li> <li>• <u>important messages</u> should stand alone</li> <li>• Seek <u>input</u> from staff</li> <li>• Seek <u>evidence</u> of messages received</li> </ul>	<ul style="list-style-type: none"> <li>• EWJ <u>Task Force</u> comprised of faculty proposed some items</li> <li>• Alton &amp; EWJ - Deans w/3-5 <u>specific areas of emphasis</u> &amp; be clear w/staff on them</li> </ul>	<ul style="list-style-type: none"> <li>• Adding an <u>extra Dean</u> position</li> <li>• Adding <u>additional campus supervisors</u> with a new JD for the role</li> </ul>	<ul style="list-style-type: none"> <li>• Will propose where and how to do some <u>in-person meetings</u></li> <li>• Will propose a sort of <u>“Strawberry Talk”</u> for groups within MWA</li> <li>• Will propose an opt-in cadence of <u>staff peer support meetings</u> with a trained professional</li> </ul>
<i>Questions &amp; Factors</i>	<ul style="list-style-type: none"> <li>• Diminished capacity &amp; experience so I am stepping in more</li> <li>• Having a “sense” of what to share vs. being “told” what to share</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Diminished capacity</u> challenges (Deans &amp; Campus Supervisors)</li> <li>• Staff <u>on leave</u> and <u>sporadic absences</u> will be a challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Need more time to dig into the systems for <u>Friday PD, teacher observation</u> and support, &amp; <u>common planning time</u></li> </ul>	<ul style="list-style-type: none"> <li>• Looking into <u>2-year employment agreements</u></li> <li>• Communicating better, building community, &amp; seeking input = valuing</li> </ul>

# CEO Key Areas of Focus

- Communication – early and often, expectations, & vision
- Pushing in and weighing in more in my leadership role
- Seeking more clarity from existing leaders on plans/actions
- Build out and seek input on a vision for MWA moving forward
  - Operational competence
  - Academic and programmatic identity
  - Resource allocation, innovation, and resource constraints
- Develop a narrative that provides more opportunities for folks to say “yes” or opt out if they are not aligned



# COO Key Areas of Focus

# Follow-up

- What data or information do you want from me, the COO, the exec team to assess progress in these 4 thematic areas?
- How often do you want some of this information provided to you/the Board?
- In your respective sub-committees, I think there is an opportunity for you to provide support. I would propose that those discussions happen in those committee groups with Liz and I included and then across the groups to see where certain approaches should align and where it makes sense for them to be different.

# Coversheet

## Q&A on Written Chief Operating Officer Report (COO)

**Section:** II. Standing Reports  
**Item:** E. Q&A on Written Chief Operating Officer Report (COO)  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** January\_COO Board Report.pdf



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# Board Report

Chief Operating Officer

## January 2022

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### Elizabeth Martinez

Chief Operating Officer

#### What?

As I sit here writing this report from home, I find myself reflecting and asking, how are we back here again? This virus has plagued every aspect of our existence for two years almost to the date. As we prepared to come back for the second semester, the chatter and alarm bells were ringing loudly regarding the steep rise in COVID cases following the Christmas holiday. Personally, I know more people with COVID now than I did during the first wave of the virus back in 2020. Since the beginning of the school year, our approach to COVID prevention has been centered around masking, proper air circulation, vaccination, contact tracing, and routine surveillance testing. While all of those efforts kept infection rates low over the course of the first semester, the new data coming in from public health departments seemed to indicate that these efforts were not proving as effective in the face of Omicron. While some schools opened the first week after December break, they experienced a myriad of challenges including but not limited to: significant staffing shortages due to COVID, high positivity rate from students, student and staff walkouts due to safety concerns, schools closing individual classrooms on a sporadic basis, and significant drops in attendance (many below 70%).

#### So What?

Our commitment to students, employees, and families from the start of the year has been to prioritize safety to the best of our ability. Our COVID data from the fall indicates that we delivered on our commitment to safety. As we prepared for a return to campus, our CEO had the foresight to accurately anticipate the amount of disruption that schools would experience and, in consultation with myself and our CFO, he made the decision to delay the start of the semester. Our COVID Safety Team also accurately anticipated a surge and had our on-site COVID testing provider scheduled to start testing on Monday, January 3rd. Once we made the decision to close for in-person learning, we shifted our focus to testing everyone in our community (students, employees, and some service providers like FPA). We followed the data (Appendix A), collected input from employees, and maintained an accurate pulse on what was happening around us. As we assessed the data for the first week, we made the decision to remain closed for in-person instruction but to engage students virtually and optimize for social-emotional learning. Finally, at the end of the second week we evaluated both the testing data and surveyed employees to understand what could prevent them from returning to work. The survey showed that approximately 80% of our staff were ready to return but about 50% of them were experiencing some type of hardship that would prevent their return (lack of childcare, quarantine orders, caring for ill family members, or exposure to a positive case). Our data for the third week was trending in a much better direction and on a strong pathway to return with only 3 employees under quarantine orders and a positivity rate of 1.4% for employees compared to 20% in the first week. On Thursday, January 20th we made the decision to return to campus starting Monday, January 24th for employees and Tuesday, January 25th for students. All employees were required to work on site on Monday to prepare for a strong Welcome Back for our students.

#### Now What?

Given that students, and most employees, were not on campus I shifted my attention to operational elements that would prepare us for a strong return. During the closure, we:

- **Updated and communicated our staff COVID guidelines** to reflect the latest California Department of Public Health (CDPH) Guidelines
- **Updated and communicated our student COVID guidelines** to reflect the latest CDPH Guidelines
- Maintained our janitorial services who **cleaned the facilities nightly**
- **Inspected all facilities including our HVAC units** to make sure they are working properly
- **Launched a short-term independent study program** for the final 5 days of the closure
- **Secured a healthy supply of KN95 masks** for all staff and surgical masks for students. Additionally, we have enough KN95 masks to provide up to 3/week to students upon request at both front offices

## January 2022

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- **Collected input on options for recovering instructional minutes and instructional days** including:
  - **Parent-Teacher Conferences** – convert them from early release days to full days to capture back needed instructional minutes
  - **Full Day PD** – convert this day into a regular Friday but is also a Sustainability Friday
  - **End of Year** – be prepared to add June 9<sup>th</sup> and 10<sup>th</sup> as instructional days of the J-13A Waiver is not approved
  - **April Break** – be prepared to add some instructional days depending on the timing of learning of the decision about the J-13A Waiver
  - **February Break** – unfortunately plan to utilize some of those days as instructional days

## January 2022

### Appendix A: Testing Data by Week

#### COVID Testing Data Snapshots

The snapshot charts were utilized to make decisions about the following week. The CEO, Chief Operating Officer, Chief Financial Officer, Senior School Director, and Senior Director of Academic Instruction met on Thursday afternoons to discuss the data available and make a decision about our return to in-person instruction.

#### January 6th, 1:00 PM

##### Employees

	Negative	Under Quarantine and/or Positive	Unknown
<b>Teaching Employees</b> Faculty, Subs	45	12*	17
<b>Staff</b>	49	5	8

##### Students

	Final Totals
<b>Student Tests Collected</b>	976
<b>Confirmed Positives</b>	83 students

Student data was finalized by the time we met.

#### January 13th, 1:00 PM

##### Employee Data

	Under Quarantine and/or Positive	
<b>Teaching Employees</b> Faculty, Subs	11*	
<b>Staff</b>	10**	

## January 2022

### Students

	<b>Total to Date</b>
<b>Student Tests Collected</b>	568, only 30 processed so far
<b>Scheduled/Pending Student Tests</b>	429
<b>Confirmed Positives</b>	2

### Facilities & Operations Considerations

- Trash services have been delayed due to short staffing, they missed the last two pickups
- Mold in US3, closing off the library, open learning space and adjacent classrooms/offices
- Potential food delivery delay due to short staffing with food vendor

### Thursday, January 20th, 1:00 PM

### Employees

Negative	Pending Results	Under Quarantine and/or Positive	Results/Testing Status Unknown
69	28	3* *2 of the 3 under quarantine tested positive the week prior	47

### Students

	<b>As of January 20th</b>
<b>Student Tests Collected</b>	478
<b>Confirmed Positives</b>	No results received yet
<b>Scheduled Tests</b>	~300

	<b>Final Totals for Prior Week of 01/10</b>
<b>Student Tests Collected</b>	896
<b>Confirmed Positives</b>	105, new positives and not duplicates from the week prior



# Coversheet

## Q&A on Written Finance Report (CFO)

**Section:** II. Standing Reports  
**Item:** F. Q&A on Written Finance Report (CFO)  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** MWA December Financials-01.18.22.pdf



## Making Waves Academy December 2021 Financial Report

Dear MWA Board Members,

On December 31, 2021, Making Waves Academy closed its books with \$5.89M in cash. Operations for MWA - "School" and MWA Central Office have been under budget for the month. MWA - "School" spent about \$1.79M, and MWA Central Office spent about \$248K in December 2021. Compared with year-to-date December of last fiscal year, overall spending was \$778K, or 7% more due to school reopening in FY22 versus school being closed in FY21.

### Year-to-Date

- The budget used for our comparisons is the board-approved 1<sup>st</sup> interim budget.
- MWA - "School" finished \$1.28M, or 10% under budget, and MWA Central Office finished \$120K or 7% under budget.
- Government Revenues only - We received this fiscal year to date \$5.66M compared with \$4.82M the same period last year. Last year, we received one-time funding of Elementary and Secondary School Relief Funds I (ESSER I) and Learning Loss Mitigation (LLM) Funds due to the federal CARES Act. This year, we received one-time funding of Elementary and Secondary School Relief Funds II (ESSER II), Elementary and Secondary School Relief Funds III (ESSER III), Expanded Learning Opportunities (ELO) grants, and Expanded Learning Opportunities Program (ELO-P) funds.
- For the 1<sup>st</sup> interim budget, our budget managers were able to identify 5 FTE positions to be removed from the budget, one teaching and four non-teaching. In addition, our Talent team was able to fill a teaching position in December, which brings us to a net of 25.5 Full-Time Equivalent (FTE) unfilled positions. The unfilled positions comprised 11 Full-Time Equivalent (FTE) teachers and 14.5 Full-Time Equivalent (FTE) non-teaching staff.

### MWA - "School"

1. In December, the YTD savings of \$1.08M from salaries and benefits are due to 24.5 Full-Time Equivalent (FTE) unfilled positions.
2. Budget savings totaling \$94K are from supplies expenses such as textbooks, core curricula materials, instructional supplies, custodial supplies, and student food services.
3. A net saving of \$104K for contract services is due to the following:
  - a. The expenses of general liability insurance, water for landscape and irrigation, student transportation for sports, contract services for substitute teachers, and student recruitment expenses were \$62K higher than the budget.
  - b. Savings of \$166K came from staff attending fewer professional development events, utilities - PGE & waste, fewer repairs and maintenance for our buildings, and IT contract services.
4. Total savings for non-personnel expenses are \$198K.

### MWA Central Office

1. The \$119K variance for salaries and benefits is due to the following:
  - a. Vacant position for Student Recruitment & Engagement Coordinator.
  - b. Accrued paid time off (PTO), as more paid time off was taken in July and December. This variance will improve as staff accumulates more PTO.



- Budget savings of \$807 are from supplies and contract services expenses such as office supplies, books & other references, staff professional development, student information & assessment contract services, staff recruitment, continuing education support for staff tuition.

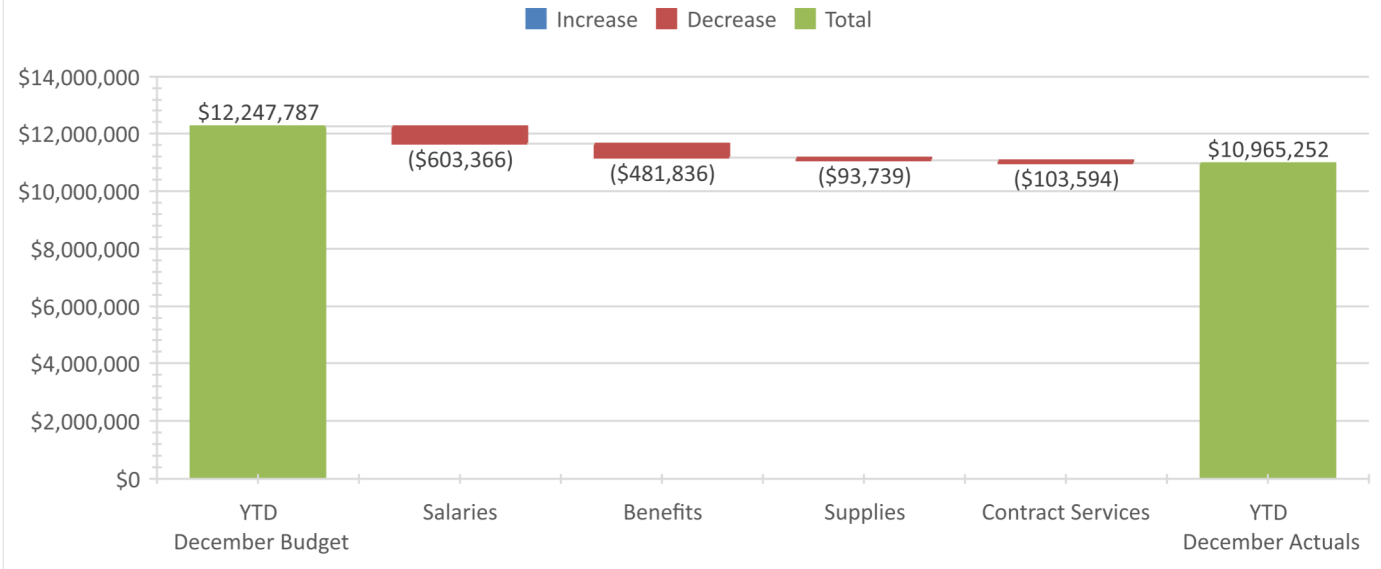
With the surge of the Omicron variant of the COVID-19 cases spreading throughout the nation, many schools, including Making Waves Academy, were forced to delay school opening in the new year of 2022 for safety precautions. This delay affects our ADA and our state funding. Our leadership team is trying to keep the fiscal impact as minimal as possible by finding ways to recoup the loss of days of students' in-person learning. We will also submit the Form J-13A emergency closure waiver to see if we can recover the loss of funding from the reduced instructional days. Without knowing whether the Form J-13A will be approved or not, we will monitor our expenses closely and maintain cash at appropriate levels in the coming months.

**State and Local Payment Schedule:**

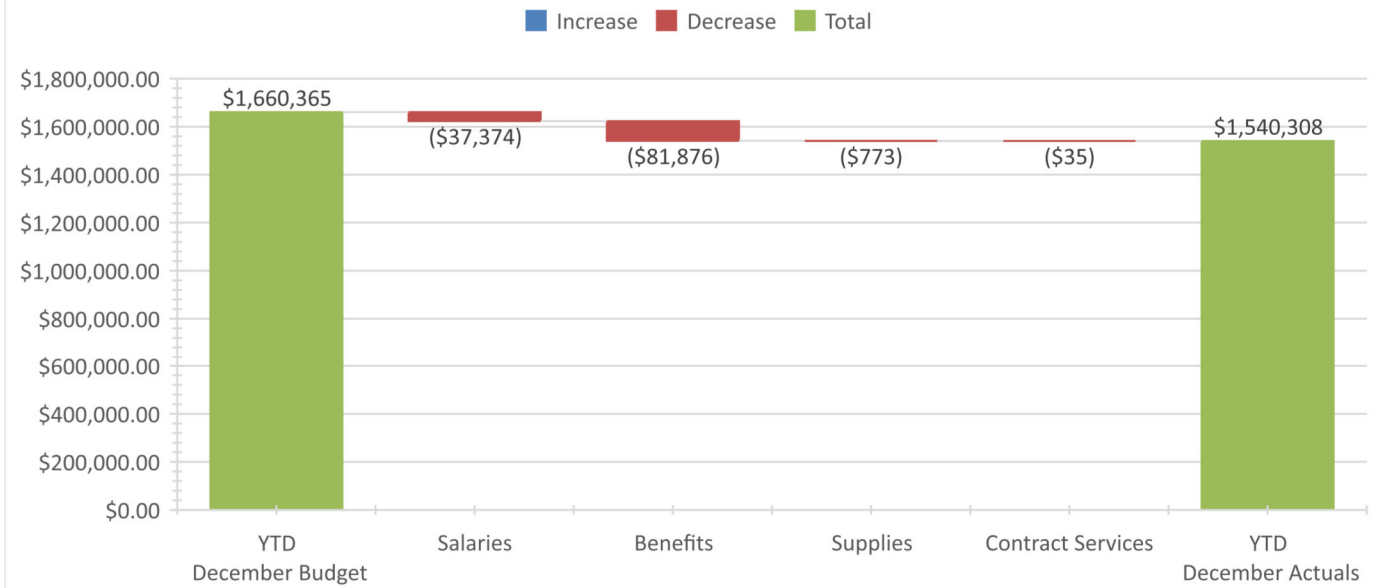
Month	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June (Deferred to July/August)
<b>State Aid, LCFF, and State SPED</b>	5%	5%	9%	9%	9%	9%	9%	20% of balance due	20% of balance due	20% of balance due	20% of balance due	20% of balance due
<b>Property Tax</b>	10%	6%	12%	8%	8%	8%	8%	8%	8%	8%	8%	8%



*YTD Expenses (July - December 2021)  
Budget to Actual Breakdown - MWA - "School"*



*YTD Expenses (July - December 2021)  
Budget to Actual Breakdown - MWA Central Office*



**MWA - "School" YTD Actuals vs. Budget  
December 2021**

	A	B	C	D	E	F	G
1	MWA - "School" FY2021 Spending Budget Tracking Report		<b>Monthly Executive Summary</b>				
2	Actuals vs. Cycled Budget		1. Spending -10% under budget				
3			2. Budgeted teachers and staff vacancies of 24.5 FTE are not fully filled				
4			3. Spending in non-personnel areas overall is under budget and will be re-evaluated				
5			to match spending trend during 2nd Interim				
6	<b>MWA Spending Budget</b>	<b>1st Interim Budget FY2022</b>	<b>07.01.21 - 12.31.21- Actuals</b>	<b>07.01.21 - 12.31.21- 1st Interim Budget</b>	<b>Variance</b>	<b>% Variance</b>	<b>Notes</b>
7	1100 - Teacher Salaries	5,262,304	1,970,152	2,323,803	(353,651)	-15%	Variance from 11 Teacher vacancies
8	1103 - Substitute Teacher Salaries	547,909	178,997	179,208	(211)	0%	
9	1200 - Certificated Pupil Support	721,652	357,785	329,286	28,499	9%	Final Check with stipends and PTO for: • Student Activities Coordinator • US Career Services Coordinator
10	1300 - Certificated Supervisor & Administrator Salaries	1,396,082	652,893	643,892	9,001	1%	
11	1409 - Special Temporary COLA	1,734,500	706,500	794,979	(88,479)	-11%	Savings from vacancies
12	1900 - Certificated Other Salaries	390,234	174,569	180,164	(5,595)	-3%	
13	2100 - Classified Instructional Aide Salaries	748,960	233,231	340,123	(106,892)	-31%	Variance from the following vacancies: • 5 Interventionist • 1 SPED Instructional Aide • 3 Part Time Enrichment Instructors
14	2200 - Classified Support Staff Salaries	707,863	306,451	324,467	(18,016)	-6%	
15	2300 - Classified Supervisor & Administrator Salaries	680,962	353,160	313,632	39,528	13%	Variance due to timing for Retention bonus and extra substitute work the Director of Academic Support Services did, will adjust in 2nd interim
16	2400 - Classified Clerical and Office Salaries	746,174	236,095	337,096	(101,001)	-30%	Variance savings from the following: • Vacancies: • User Application Administrator • Assistant Substitute Coordinator • Positions on Medical Leave: • Director of IT
17	2900 - Classified Other Salaries	153,424	63,194	69,743	(6,549)	-9%	
18	<b>Total Salaries</b>	<b>13,090,064</b>	<b>5,233,027</b>	<b>5,836,393</b>	<b>(603,366)</b>	<b>-10%</b>	
19	3101 - State Teachers Retirement System (STRS)	1,485,060	518,397	615,606	(97,209)	-16%	
20	3301 - Social Security and Medicare	411,936	158,175	194,915	(36,740)	-19%	Variance from vacancies
21	3401 - Health & Welfare Benefits	1,824,296	727,220	912,148	(184,928)	-20%	
22	3501 - Unemployment Insurance	15,612	15,613	15,612	1	0%	
23	3601 - Workers Comp Insurance	170,949	69,673	85,475	(15,802)	-18%	
24	3701 - 403(B) Retirement Match	114,841	26,591	54,328	(27,737)	-51%	Not all employees taking advantage of 403(B) matching program
25	3999 - Accrued Paid Time Off	123,066	(61,436)	57,985	(119,421)	-206%	Variance due to employee terminations and employees taking vacation in July and December, variance will improve as staff accumulate more PTO
26	<b>Total Benefits</b>	<b>4,145,760</b>	<b>1,454,233</b>	<b>1,936,069</b>	<b>(481,836)</b>	<b>-25%</b>	
27	<b>Total Salaries &amp; Benefits</b>	<b>17,235,824</b>	<b>6,687,260</b>	<b>7,772,462</b>	<b>(1,085,202)</b>	<b>-14%</b>	
28							

**MWA - "School" YTD Actuals vs. Budget  
December 2021**

	A	B	C	D	E	F	G
6	<b>MWA Spending Budget</b>	<b>1st Interim Budget FY2022</b>	<b>07.01.21 - 12.31.21- Actuals</b>	<b>07.01.21 - 12.31.21- 1st Interim Budget</b>	<b>Variance</b>	<b>% Variance</b>	<b>Notes</b>
29	4100 - Approved Textbooks and Core Curricula Mater	161,000	97,575	148,434	(50,859)	-34%	More e-textbooks purchased versus physical textbooks
30	4200 - Books and Other Reference (Faculty and Staff	3,000	-	750	(750)	-100%	
31	4315 - Custodial Supplies	100,000	19,973	27,872	(7,899)	-28%	
32	4325 - Instructional Materials & Supplies	301,375	93,704	116,237	(22,533)	-19%	Less materials needed for first half of the school year. Purchases for materials will pick up during second half of the year
33	4330 - Office Supplies	1,500	-	496	(496)	-100%	
34	4390 - Other Food	5,000	-	-	-	-100%	
35	4410 - Furniture, Equipment & Supplies (non-capitaliz	9,000	-	-	-	-100%	
36	4420 - Computers and IT Supplies (non-capitalized)	221,465	42,737	45,637	(2,900)	-6%	
37	4710 - Student Food Services	486,852	181,368	189,670	(8,302)	-4%	
38	4910 - Emergency Supplies	5,000	-	-	-	-100%	
39	4990 - Contingency	10,000	-	-	-	-100%	
40	<b>Total Supplies</b>	<b>1,304,192</b>	<b>435,357</b>	<b>529,096</b>	<b>(93,739)</b>	<b>-18%</b>	
41	5210 - Conference and Professional Development	104,375	41,032	60,903	(19,871)	-33%	Variance due to timing, waiting for Dir. Of Ops professional development approved invoices
42	5215 - Travel - Mileage, Parking, Tolls	8,625	127	1,649	(1,522)	-92%	
43	5220 - Travel - Airfare & Lodging	21,275	1,008	8,024	(7,016)	-87%	
44	5225 - Travel - Meals	16,050	171	1,671	(1,500)	-90%	
45	5305 - Professional Dues & Memberships	15,000	5,517	11,356	(5,839)	-51%	
46	5421 - General Liability Insurance	205,949	120,975	113,827	7,148	6%	Actual renewal contract higher than budget, will adjust during 2nd Interim
47	5510 - Utilities - Gas and Electric	314,000	130,430	136,354	(5,924)	-4%	
48	5515 - Janitorial and Gardening Services	546,600	260,300	260,300	-	0%	
49	5525 - Utilities - Waste	48,000	24,446	30,900	(6,454)	-21%	
50	5530 - Utilities - Water	56,000	38,592	31,050	7,542	24%	Actual water usage higher than budgeted for landscaping and irrigation, will adjust during 2nd Interim
51	5605 - Equipment Leases and Rentals	148,800	55,959	56,292	(333)	-1%	
52	5610 - Occupancy Rent	1,753,179	876,591	876,591	-	0%	
53	5612 - Facilities Use Fees	27,000	2,327	7,757	(5,430)	-70%	
54	5615 - Repairs and Maintenance - Building	160,000	33,177	41,344	(8,167)	-20%	
55	5617 - Repairs and Maintenance - Non-computer Equ	3,000	-	-	-	-100%	
56	5618 - Repairs & Maintenance - Auto	6,500	1,754	5,109	(3,355)	-66%	Golf Carts Maintenance
57	5806 - County Oversight Fees	107,000	-	-	-	-100%	
58	5810 - Contracted Services	702,317	141,871	151,675	(9,804)	-6%	
59	5810.001 - Food Service Administration	1,000	-	-	-	-100%	
60	5810.003 - Student Transportation	437,180	66,310	51,656	14,654	28%	Bus services for sports
61	5810.004 - Intervention & Consultation	400,183	166,744	166,743	1	0%	
62	5810.005 - Psychological Services	689,566	325,268	321,418	3,850	1%	

**MWA - "School" YTD Actuals vs. Budget  
December 2021**

	A	B	C	D	E	F	G
6	<b>MWA Spending Budget</b>	<b>1st Interim Budget FY2022</b>	<b>07.01.21 - 12.31.21- Actuals</b>	<b>07.01.21 - 12.31.21- 1st Interim Budget</b>	<b>Variance</b>	<b>% Variance</b>	<b>Notes</b>
63	5810.006 - Substitute Teachers	75,000	69,857	48,790	21,067	43%	Contract Services for substitute teachers due to teacher shortages
64	5810.007 - Interscholastic - Coaches	86,000	13,000	12,952	48	0%	
65	5810.008 - Information Technology	967,970	579,980	645,930	(65,950)	-10%	Variance due to timing of when IT renewal contacts coming in, will even out through the fiscal year
66	5811 - Student Exams Fees	17,000	(2,537)	-	(2,537)	-100%	
67	5820 - Recruiting - Students	1,000	12,945	1,000	11,945	1195%	MinuteMan Press - Post Card and Envelops for student mailings. Will adjust during 2nd Interim
68	5821 - Printing and Reproduction	26,500	12,376	23,091	(10,715)	-46%	
69	5840 - Study Trip - Entrance, Admission, & Ticket Fee	52,400	-	250	(250)	-100%	
70	5850 - Staff Recruitment	1,000	-	424	(424)	-100%	
71	5851 - Continuing Education Support	97,500	60,349	64,524	(4,175)	-6%	
72	5897 - Special Education	461,290	99,369	99,512	(143)	0%	
73	5898 - Use Tax	1,000	-	-	-	-100%	
74	5905 - Company Cell Phones	77,200	17,548	23,508	(5,960)	-25%	
75	5910 - Internet	96,600	61,982	61,776	206	0%	
76	5915 - Postage and Delivery	22,000	7,444	10,222	(2,778)	-27%	
77	5920 - Landlines and Office Based Phones	7,800	3,391	2,966	425	14%	
78	6900 - Depreciation and Amortization	25,000	9,100	11,437	(2,337)	-20%	
79	INCO.EXP - 5895 MWAS (Central Office) Fees	1,210,457	605,232	605,228	4	0%	
80	<b>Total Contract Services</b>	<b>8,997,316</b>	<b>3,842,635</b>	<b>3,946,229</b>	<b>(103,594)</b>	<b>-3%</b>	
81							
82	Total Salaries & Benefits	17,235,824	6,687,260	7,772,462	(1,085,202)	-14%	
83	Total Supplies	1,304,192	435,357	529,096	(93,739)	-18%	
84	Total Contract Services	8,997,316	3,842,635	3,946,229	(103,594)	-3%	
85	<b>Total Expenses</b>	<b>27,537,332</b>	<b>10,965,252</b>	<b>12,247,787</b>	<b>(1,282,535)</b>	<b>-10%</b>	
86							
87							
88	MWA	27,537,332	10,965,252	12,247,787	(1,282,535)	-10%	
89	MWAS	3,699,357	1,540,308	1,660,365	(120,057)	-7%	
90	<b>Grand Total</b>	<b>31,236,689</b>	<b>12,505,560</b>	<b>13,908,152</b>	<b>(1,402,592)</b>	<b>-10%</b>	
91			40%	<<Percentage of budget used YTD			

**MWA Central Office YTD Actuals vs. Budget  
December 2021**

	A	B	C	D	E	F	G
1	MWA Central Office FY2021 Spending Budget Tracking Report		<b>Monthly Executive Summary</b>				
2	Actuals vs. Cycled Budget		1. Spending -7% under budget				
3			2. Spending in non-personnel areas overall is under budget and will be re-evaluated				
4			to match spending trend during 2nd Interim				
5							
6	<b>MWAS (Central Office) Spending Budget</b>	<b>1st Interim Budget FY2022</b>	<b>07.01.21 - 12.31.21- Actuals</b>	<b>07.01.21 - 12.31.21- 1st Interim Budget</b>	<b>Variance</b>	<b>% Variance</b>	<b>Notes</b>
7	1409 - Special Temporary COLA	176,000	77,500	80,938	(3,438)	-4%	
8	2300 - Classified Supervisor & Administrator Salaries	1,781,659	818,957	830,144	(11,187)	-1%	
9	2400 - Classified Clerical and Office Salaries	188,322	63,882	86,631	(22,749)	-26%	Vacant position - Student Recruitment & Engagement Coordinator
10	<b>Total Salaries</b>	<b>2,145,981</b>	<b>960,339</b>	<b>997,713</b>	<b>(37,374)</b>	<b>-4%</b>	
11	3101 - State Teachers Retirement System (STRS)	62,286	25,536	25,761	(225)	-1%	
12	3301 - Social Security and Medicare	131,109	53,914	63,106	(9,192)	-15%	
13	3401 - Health & Welfare Benefits	247,435	132,895	124,891	8,004	6%	
14	3501 - Unemployment Insurance	5,606	5,606	5,606	-	0%	
15	3601 - Workers Comp Insurance	27,896	14,192	14,122	70	0%	
16	3701 - 403(B) Retirement Match	68,691	28,755	33,120	(4,365)	-13%	
17	3999 - Accrued Paid Time Off	98,948	(29,547)	46,621	(76,168)	-163%	Variance due to employee terminations and employees taking vacation in July and December, variance will improve as staff accumulate more PTO
18	<b>Total Benefits</b>	<b>641,971</b>	<b>231,351</b>	<b>313,227</b>	<b>(81,876)</b>	<b>-26%</b>	
19	<b>Total Salaries &amp; Benefits</b>	<b>2,787,952</b>	<b>1,191,690</b>	<b>1,310,940</b>	<b>(119,250)</b>	<b>-9%</b>	
20							
21	4200 - Books and Other Reference (Faculty and Staff	2,050	-	512	(512)	-100%	
22	4330 - Office Supplies	9,400	2,442	3,108	(666)	-21%	
23	4390 - Other Food	2,500	-	-	-	-100%	
24	4410 - Furniture, Equipment & Supplies (non-capitaliz	1,500	-	-	-	-100%	
25	4420 - Computers and IT Supplies (non-capitalized)	20,450	4,620	4,214	406	10%	
26	4990 - Contingency	60,000	-	-	-	-100%	
27	<b>Total Supplies</b>	<b>95,900</b>	<b>7,062</b>	<b>7,834</b>	<b>(772)</b>	<b>-10%</b>	
28	5210 - Conference and Professional Development	27,500	2,644	16,047	(13,403)	-84%	Less professional development due to pandemic
29	5215 - Travel - Mileage, Parking, Tolls	4,150	69	793	(724)	-91%	
30	5220 - Travel - Airfare & Lodging	12,500	463	4,714	(4,251)	-90%	
31	5225 - Travel - Meals	4,700	189	490	(301)	-61%	
32	5305 - Professional Dues & Memberships	18,000	21,810	13,628	8,182	60%	California Charter Schools Association membership renewal
33	5605 - Equipment Leases and Rentals	6,200	2,332	3,387	(1,055)	-31%	
34	5803 - Accounting Fees	30,000	23,678	20,463	3,215	16%	
35	5804 - Legal Fees	70,000	48,432	32,787	15,645	48%	Contracts reviewed by Legal team & Legal research of COVID-19 vaccine accommodations



**MWA Central Office YTD Actuals vs. Budget  
December 2021**

	A	B	C	D	E	F	G
		<b>1st Interim Budget FY2022</b>	<b>07.01.21 - 12.31.21- Actuals</b>	<b>07.01.21 - 12.31.21- 1st Interim Budget</b>	<b>Variance</b>	<b>% Variance</b>	<b>Notes</b>
6	<b>MWAS (Central Office) Spending Budget</b>						
36	5810 - Contracted Services	270,650	83,635	83,768	(133)	0%	
37	5810.002 - Student Information & Assessment	63,247	35,299	40,493	(5,194)	-13%	
38	5810.004 - Intervention & Consultation	20,000	-	-	-	-100%	
39	5810.005 - Psychological Services	5,000	-	-	-	-100%	
40	5810.008 - Information Technology	99,308	46,716	47,268	(552)	-1%	
41	5821 - Printing and Reproduction	2,500	1,422	2,179	(757)	-35%	
42	5850 - Staff Recruitment	102,250	41,271	43,386	(2,115)	-5%	
43	5851 - Continuing Education Support	25,000	5,000	7,391	(2,391)	-32%	
44	5853 - Payroll Processing Fees	43,000	20,528	20,687	(159)	-1%	
45	5905 - Company Cell Phones	7,500	6,015	2,478	3,537	143%	New equipment charges for staff
46	5915 - Postage and Delivery	3,000	2,053	1,394	659	47%	Mailing confirmations for payroll checks
47	5992 - Bank fees (not interest charges)	1,000	-	238	(238)	-100%	
48	<b>Total Contract Services</b>	<b>815,505</b>	<b>341,556</b>	<b>341,591</b>	<b>(35)</b>	<b>0%</b>	
49							
50	Total Salaries & Benefits	2,787,952	1,191,690	1,310,940	(119,250)	-9%	
51	Total Supplies	95,900	7,062	7,834	(772)	-10%	
52	Total Contract Services	815,505	341,556	341,591	(35)	0%	
53	<b>Total Expenses</b>	<b>3,699,357</b>	<b>1,540,308</b>	<b>1,660,365</b>	<b>(120,057)</b>	<b>-7%</b>	

Making Waves Academy  
FY2022

	A	B	C	D
1		<b>Making Waves Academy</b>		
2		<b>Statement of Financial Position</b>		
3				
4				
5				
6				
7		06/30/2021	12/31/2021	
8		Actual	Actual	Period Diff
9	<b>Assets</b>			
10	Current Assets			
11	Cash and Cash Equivalents			
12	9120.100 - *2535 BB Operating	2,852,788	5,870,447	(3,017,659)
13	9120.101 - *5882 BB ZBA Payroll	(149,388)	(166,303)	16,915
14	9120.300 - *3822 MWA Chase - Operations Cash	77,963	83,728	(5,765)
15	9120.301 - *3798 MWA Chase - Fundraising and Club Monies	94,787	98,371	(3,584)
16	9120.451 - *2315 VG Money Market Account	-	-	-
17	Total Cash and Cash Equivalents	2,876,150	5,886,243	(3,010,093)
18	Accounts Receivable, Net			
19	Accounts Receivable			
20	9210 - Accounts Receivable (not grants or pledges)	4,356,802	141,028	4,215,774
21	Total Accounts Receivable	4,356,802	141,028	4,215,774
22	Total Accounts Receivable, Net	4,356,802	141,028	4,215,774
23	Other Current Assets			
24	Prepaid Expenses			
25	9331 - Prepaid and Deposits - Current Portion (non-employee)	352,958	210,117	142,841
26	Total Prepaid Expenses	352,958	210,117	142,841
27	Total Other Current Assets	352,958	210,117	142,841
28	Total Current Assets	7,585,910	6,237,388	1,348,522
29	Long-term Assets			
30	Property & Equipment			
31	9440 - Equipment (over 25k)	83,860	83,860	-
32	9460 - Leasehold Improvements	435,813	435,813	-
33	9470 - Vehicles	22,400	22,400	-
34	9441 - AD - Equipment (over 25k)	(83,860)	(83,860)	-
35	9461 - AD - Leasehold Improvements	(129,917)	(139,018)	9,101
36	9471 - AD - Vehicles	(22,400)	(22,400)	-
37	Total Property & Equipment	305,896	296,795	9,101
38	Total Long-term Assets	305,896	296,795	9,101
39	<b>Total Assets</b>	<b>7,891,806</b>	<b>6,534,183</b>	<b>1,357,623</b>

Making Waves Academy  
 FY2022

	A	B	C	D
1		<b>Making Waves Academy</b>		
2		<b>Statement of Financial Position</b>		
3				
4				
5				
6				
7		06/30/2021	12/31/2021	
8		Actual	Actual	Period Diff
40	<b>Liabilities and Net Assets</b>			
41	Liabilities			
42	Short-term Liabilities			
43	Accounts Payable			
44	9500 - Accounts Payable	314,690	91,699	222,991
45	9500.999 - Employee Expense Payables	76,706	-	76,706
46	9520.497 - CC*6315 Chase	31,300	17,353	13,947
47	Total Accounts Payable	422,696	109,052	313,644
48	Accrued Liabilities			
49	9601 - Payroll Liabilities	186,594	-	186,594
50	9602 - Benefits Liabilities	31,238	30,880	358
51	9603 - Accrued Paid Time Off Liability	652,808	561,824	90,984
52	9620 - Funds Held for Others (Student Groups and Agencies)	24,637	28,129	(3,492)
53	9625 - Funds Held for Chromebook	49,142	70,930	(21,788)
54	9630 - Funds Held for Summer Holdback	277,700	132,781	144,919
55	Total Accrued Liabilities	1,222,119	824,544	397,575
56	Deferred Revenue	563,157	-	563,157
57	Total Short-term Liabilities	2,207,972	933,596	1,274,376
58	Total Liabilities	2,207,972	933,596	1,274,376
59				
60	Net Assets			
61	9800 - Equity			
62	Beginning Net Assets*	2,262,416	5,683,834	(3,421,418)
63	Change In Net Assets**	3,421,418	(83,247)	3,504,665
64	Total Net Assets	5,683,834	5,600,587	83,247
65	<b>Total Liabilities and Net Assets</b>	<b>7,891,806</b>	<b>6,534,183</b>	<b>(1,357,623)</b>
66				
67				
68				
69				
70	* Beginning net assets refer to the net assets on the first day of the fiscal year.			
71	** Change in net assets refer to the changes in net assets between the first day of the fiscal year and the balance sheet date.			

	A	B	S	T	U	V	W
5							
6	<b>MWA Revenue Budget</b>	<b>1st Interim Budget FY2022</b>	<b>07.01.21 - 12.31.21 - Actuals</b>	<b>07.01.21 - 12.31.21 1st Interim Budget</b>	<b>Variance</b>	<b>% Variance</b>	<b>Notes</b>
7	<b>Revenue</b>						
8	8011 - State Aid - General Apportionment	5,915,170	2,226,136	2,226,138	2	0%	
9	8012 - Prop 30 - Education Protection Account Entitlement	2,445,507	651,928	651,928	-	0%	
10	8096 - In Lieu of Property Taxes	3,156,599	1,347,159	1,330,210	(16,949)	-1%	
11	8181 - Federal - Special Education	133,602	-	51,865	51,865	100%	
12	8220 - Federal - Child Nutrition Programs	388,741	117,256	32,164	(85,092)	-265%	
13	8261 - Federal - Elementary and Secondary School Relief I (ESSER I)	-	22	-	(22)	0%	
14	8262 - Federal - Elementary and Secondary School Relief II (ESSER II)	-	102,406	-	(102,406)	0%	
15	8263 - Federal - Elementary and Secondary School Relief III (ESSER III)	765,078	169,896	169,896	-	0%	
16	8290 - Federal - Title I - Basic Grant	311,795	77,948	77,948	-	0%	
17	8295 - Federal - Title II - Teacher and Principal Training	46,245	11,004	11,004	-	0%	
18	8296 - Federal - Title III - LEP	34,052	8,629	8,629	-	0%	
19	8297 - Federal - Title IV, Part A - Student Support	21,972	5,644	5,644	-	0%	
20	8299 - Federal - Other Revenue	1,021,253	-	102,428	102,428	100%	
21	8311 - State - Special Education	722,257	338,438	338,438	-	0%	
22	8520 - State - Child Nutrition Programs	25,871	9,442	5,466	(3,976)	-73%	
23	8525 - State - Expanded Learning Opportunities Grant	768,553	384,277	384,277	-	0%	
24	8526 - State - Expanded Learning Opportunities Program	-	168,327	-	(168,327)	0%	
25	8545 - State - School Facilities	1,100,963	32,903	32,903	-	0%	
26	8550 - State - Mandate Block Grant	28,827	-	28,827	28,827	100%	
27	8560 - State - Lottery	230,357	-	-	-	0%	
28	8592 - State - After School Program Grant	177,559	-	-	-	0%	
29	8621 - Local - Parcel Taxes	309,177	-	-	-	0%	
30	8808 - Realized Gains/Losses on Investments	-	562	562	-	0%	
31	8980 - Contributions - Unrestricted	1,200,000	1,159,723	158,614	(1,001,109)	-631%	Fullerton Family Foundation donation
32	8981 - John Regina Scully (JRS)	11,189,653	5,000,000	5,000,000	-	0%	
33	8986 - School Supply Fund Donations	6,000	5,380	5,380	-	0%	
34	8988 - In-Kind Donations	9,000	-	-	-	0%	
35	8990 - Contributions - Restricted	100,000	-	-	-	0%	
36						0%	
37							
38	<b>Total Revenues</b>	<b>30,108,231</b>	<b>11,817,080</b>	<b>10,622,321</b>	<b>(1,194,759)</b>	<b>-11%</b>	
39							
42	<b>YTD Revenue Non-SRE</b>						
130							
131	MWA Non-SRE Revenue						
132							
133	Total Governmental Revenue	17,603,578	5,651,415				
134	Total Grants and non-SRE donations	1,315,000	1,165,103				
135	<b>Total external sources of revenue</b>	<b>18,918,578</b>	<b>6,816,518</b>				
136							
137	Cumulative Revenues		6,816,518				
138	% of FY2021 Annual budget		36%				
139							
140							
141	Total student count (EOM) - 96% ADA		1043				
142							
143	Governmental revenue/student		\$5,421				
144	Grants and non-SRE donations/student		\$1,118				
145	Total external revenues per student		\$6,538				

**Cash Flow Projection  
2021-22**

	A	E	F	G	H	I	J	K	L	M	N	O	P
		Actual	Actual	Actual	Actual	Actual	Actual	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate
	Descriptions	Jul-21	Aug-21	Sep-21	Oct-21*	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22*	May-22	Jun-22**
9													
10	<b>Descriptions</b>	<b>Jul-21</b>	<b>Aug-21</b>	<b>Sep-21</b>	<b>Oct-21*</b>	<b>Nov-21</b>	<b>Dec-21</b>	<b>Jan-22</b>	<b>Feb-22</b>	<b>Mar-22</b>	<b>Apr-22*</b>	<b>May-22</b>	<b>Jun-22**</b>
45	<b>Beginning Cash</b>	2,876,150	5,316,440	4,622,030	5,263,883	3,956,113	5,773,925	5,886,243	5,507,210	4,877,403	5,690,179	4,563,692	5,513,449
46													
47	<b>Cash In</b>												
48	Government	702,350	394,855	1,094,559	1,115,303	1,263,647	1,080,701	1,983,608	1,401,447	315,215	1,510,332	979,135	3,854,067
49	Donation (Non-SRE)	421	385	103,381	411	58,266	1,002,241	2,100	3,829	231	788	368	142,580
50	Dividend & Realized Gains/Loss on Investments & Sale of Fixed Assets	-	-	-	-	562	-	-	-	-	-	-	-
51	JRSF	2,500,000	-	-	-	2,500,000	-	-	-	2,500,000	-	2,491,719	1,197,934
52	<b>Total Cash In</b>	<b>3,202,771</b>	<b>395,240</b>	<b>1,197,940</b>	<b>1,115,714</b>	<b>3,822,475</b>	<b>2,082,942</b>	<b>1,985,708</b>	<b>1,405,276</b>	<b>2,815,446</b>	<b>1,511,120</b>	<b>3,471,222</b>	<b>5,194,581</b>
53													
54	<b>Cash Out***</b>												
55	MWA	979,576	1,746,791	1,750,838	2,286,354	1,915,803	1,723,461	2,045,678	1,833,966	1,838,565	2,447,213	1,886,984	3,086,368
56	MWAS (Central Office)	214,016	280,491	252,218	303,441	266,903	262,192	359,082	222,086	229,368	226,919	212,532	239,121
57	<b>Total Cash Out</b>	<b>1,193,592</b>	<b>2,027,282</b>	<b>2,003,056</b>	<b>2,589,795</b>	<b>2,182,706</b>	<b>1,985,653</b>	<b>2,404,760</b>	<b>2,056,052</b>	<b>2,067,933</b>	<b>2,674,132</b>	<b>2,099,516</b>	<b>3,325,489</b>
58													
59	<b>Net Change In Cash (In - Out)</b>	<b>2,009,179</b>	<b>(1,632,042)</b>	<b>(805,116)</b>	<b>(1,474,081)</b>	<b>1,639,769</b>	<b>97,289</b>	<b>(419,052)</b>	<b>(650,776)</b>	<b>747,513</b>	<b>(1,163,012)</b>	<b>1,371,706</b>	<b>1,869,092</b>
104													
105	Net Change in Cash from Operating Activities	2,440,290	(694,410)	641,853	(1,307,770)	1,817,812	112,318	(379,033)	(629,808)	812,776	(1,126,487)	949,757	2,047,363
106													
107	<b>Ending Cash</b>	<b>5,316,440</b>	<b>4,622,030</b>	<b>5,263,883</b>	<b>3,956,113</b>	<b>5,773,925</b>	<b>5,886,243</b>	<b>5,507,210</b>	<b>4,877,403</b>	<b>5,690,179</b>	<b>4,563,692</b>	<b>5,513,449</b>	<b>7,560,811</b>
108													
112													
113													
114	<b>Date Needed</b>	7/30/2021				11/12/2021				3/15/2022		5/15/2022	
115													
116	<b>Notes:</b>												
117	*Three payrolls Funded												
118													
119	** June funding estimate is based on Board approved budget in June 2022 and likely to change according to actuals.												
120													
121	***Does not include non-cash items (i.e.: vacation, depreciation, and MWAS (Central Office) Fees to school)												

# Coversheet

## Supplement & Mid-Year Update: 2021–22 Local Control and Accountability Plan

**Section:** III. Non-Action Items  
**Item:** A. Supplement & Mid-Year Update: 2021–22 Local Control and Accountability Plan  
**Purpose:** Discuss  
**Submitted by:** Molly Moloney  
**Related Material:**  
LCAP mid-year update board report packet PDF.pdf  
2022\_Supplement\_to\_Annual\_Update\_for\_2021-22\_LCAP\_Making\_Waves\_Academy\_20220113\_FinalDTS.pdf  
2022\_Supplement\_to\_Annual\_Update\_for\_2021-22\_LCAP\_(Spanish)\_Making\_Waves\_Academy\_20220114 (1).pdf

### BACKGROUND:

This year, there is a one-time requirement from the state for:

- a **Supplement to the LCAP** (“Supplement to the Annual Update to the 2021-22 LCAP”), focused on additional state and federal funding sources that were made available after the submission of the LCAP in the spring. The Supplement is to be presented at mid-year (now) and in the spring it will be voted on/approved by the board and submitted to the state along with the “regular” LCAP. The supplement is a separate document in the board packet.
- a presentation to the board of a **mid-year update** on available mid-year outcome, implementation (action), and expenditure data related to the 2021-22 LCAP (the LCAP that was submitted in June 2021). The mid-year update is to be an informational presentation to the governing board, and is not an item that needs to be voted on, nor is it formally submitted to the state.

In the board presentation, school leaders will present successes and challenges related to the 8 goals in our current LCAP. In the appendix of the board report, you can see more detailed data about each of the measurable outcomes (if there is mid-year data available) as well as a summary of each of the actions we proposed in our LCAP, and whether it is complete, on track, or in need of support or adjustment, and the related expenditures. At the end, there are updates related to the Budget Overview for Parents.

### RECOMMENDATION:

The mid-year update is an informational board presentation. The supplement will be included with the rest of our LCAP materials that are presented to the board for approval in May and June, but does not need to be formally approved at this time.



# LCAP Supplement and Mid-Year Updates Board Report

## January 27, 2022

### Contents:

- Overview (background Information and guiding questions)
- Summary of Key Trends (successes and challenges for each LCAP Goal)
- Appendices:
  - Update on Outcome Data
  - Implementation and Expenditures Updates
  - Update to the Budget Overview for Parents

## OVERVIEW

### Background Information:

This year, there is a one-time requirement from the state for:

- a **Supplement to the LCAP** (“Supplement to the Annual Update to the 2021-22 LCAP”), focused on additional state and federal funding sources that were made available after the submission of the LCAP in the spring. The Supplement is to be presented at mid-year (now) and in the spring it will be voted on/approved by the board and submitted to the state along with the “regular” LCAP. The supplement is a separate document in the board packet.
- a presentation to the board of a **mid-year update** on available mid-year outcome, implementation (action), and expenditure data related to the 2021-22 LCAP (the LCAP that was submitted in June 2021). The mid-year update is to be an informational presentation to the governing board, and is not an item that needs to be voted on, nor is it formally submitted to the state.

In the board presentation, school leaders will present successes and challenges related to the 8 goals in our current LCAP. In the appendix, you can see more detailed data about each of the measurable outcomes (if there is mid-year data available) as well as a summary of each of the actions we proposed in our LCAP, and whether it is complete, on track, or in need of support or adjustment, and the related expenditures. At the end, there are updates related to the Budget Overview for Parents.

## LCAP Mid-year Update Board Report

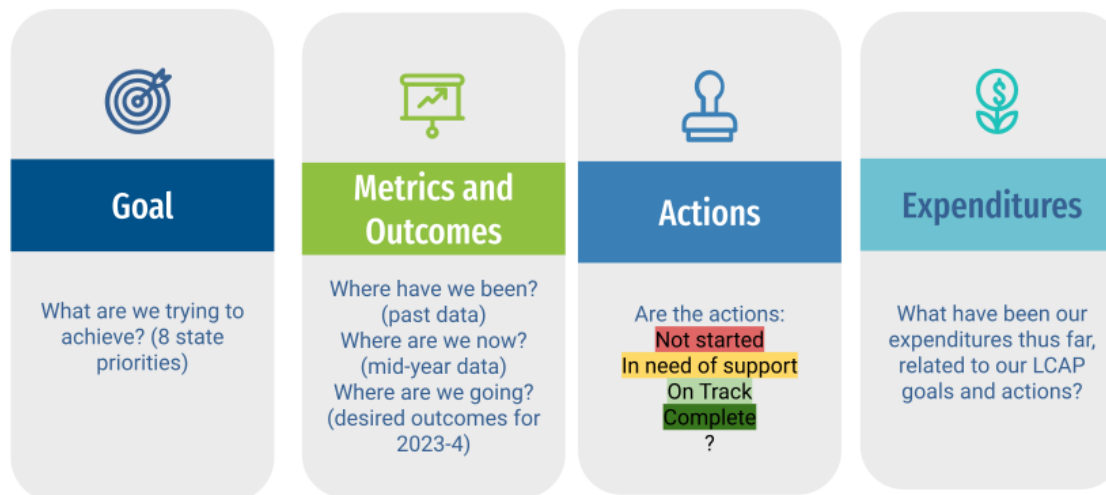
After presenting our successes and challenges, we will be asking you, the board, for input in order to help inform the creation of our 2022-23 LCAP (which will be the second year in the three-year LCAP cycle).

### Guiding Questions

- Based on these updates, what should we stop, start, or continue this year, to build on our successes and/or respond to identified needs and challenges?
- Based on these updates, what revisions should we make (to goals, metrics, desired outcomes, or actions) in the next (2022-23) LCAP, in order to build on our successes and/or respond to identified needs and challenges?

## Mid-Year Updates

(see appendix for details/tables)





## Summary of Key Trends

	Successes	Challenges
<p><b><u>Goal 1 (Basic Conditions)</u></b>                      The degree to which teachers are appropriately assigned and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials, and school facilities are maintained in good repair</p>	<ul style="list-style-type: none"> <li>❖ Making Waves Academy dedicated resources to expand our internal substitute teacher pool from two teachers during AY20/21 to eleven teachers by the second semester of AY21/22.</li> <li>❖ MWA continues to invest in creating and supporting pathways for inspiring teachers to earn and clear their teaching credential through our teacher residency partnership with Alder and teacher induction program through the Contra Costa Office of Education.</li> <li>❖ Curriculum at Making Waves is standards-aligned and vetted biannually by our Curriculum Review Committee.</li> <li>❖ The facilities at MWA are world-class and in good repair.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Making Waves Academy is not immune to the impacts of the national shortage of teachers. This year began with 12 teacher vacancies and key leaders serving as long-term and sporadic substitutes.</li> </ul>
<p><b><u>Goal 2 (State Standards)</u></b>                      Implementation of Common Core State Standards, including how English Learner students will be enabled to gain academic content knowledge and English language proficiency</p>	<ul style="list-style-type: none"> <li>❖ The coherence of our ELD program continues based on the contingency planning and support of our Director of Academic Support Services.</li> <li>❖ Teacher leaders continue to review and recommend curriculum in alignment with the anticipated expansion of course offerings in the upper school.</li> </ul>	<ul style="list-style-type: none"> <li>❖ The vacancy of our ELD Coordinator position has led to a decreased cadence of professional development and classroom observations.</li> <li>❖ Limited ability to observe instruction and provide real-time and targeted support, particularly for new teachers, due to academic leaders beginning the school year in the classroom as substitutes.</li> <li>❖ Planned external professional development opportunities (RTI@Work, and Unbound Ed)</li> </ul>

LCAP Mid-year Update Board Report

	Successes	Challenges
		<p>delayed, and unable to implement S1 instructional rounds due to staffing shortages</p> <ul style="list-style-type: none"> <li>❖ Student and faculty Covid quarantines continue to directly impact the coherence of instruction.</li> <li>❖ Delayed pilot of upper school math curriculum</li> </ul>
<p><b><u>Goal 3 (Parent Involvement/Engagement)</u></b> Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</p>	<ul style="list-style-type: none"> <li>❖ Fidelity to parent engagement calendar.</li> <li>❖ Parent surveys and open sessions for input and engagement</li> <li>❖ Continuity of School Site Council and parent advisory committees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Orienting parents to charter model and MWA culture</li> <li>❖ Diversity, equity, inclusion and peer-parent conflicts</li> <li>❖ Heightened parental requests for supports with parenting throughout the pandemic</li> <li>❖ Challenges related to parent attendance, volunteerism, and parent engagement in remote context</li> </ul>
<p><b><u>Goal 4 (Student Achievement)</u></b> Pupil achievement, as measured by: CAASPP (SBAC); California School Dashboard; pupil completion of UC/CSU required courses; EL progress on ELPAC and reclassification rate; AP Exam results; college preparedness (EAP).</p>	<ul style="list-style-type: none"> <li>❖ Upper school students are still receiving individualized graduation plans that track and monitor their progress towards graduation and post-secondary planning</li> <li>❖ Making Waves Academy exceeded its retention goals, with 96% of 8th graders in the 2020-21 school year matriculating to the upper school and 96% of upper school students also maintaining enrollment or successfully completing high school</li> </ul>	<ul style="list-style-type: none"> <li>❖ While the EL Coordinator role remains vacant, special focus will center on fidelity monitoring through classroom observations</li> <li>❖ English proficiency rates and AP pass rates are lower than previous years</li> </ul>

LCAP Mid-year Update Board Report

	Successes	Challenges
<p><b><u>Goal 5 (Student Engagement)</u></b> School attendance rates, chronic absenteeism; drop-out rates; graduation Rates</p>	<ul style="list-style-type: none"> <li>❖ Multiple points of outreach to non-communicative students and students with high absenteeism from teachers, social workers, and deans</li> <li>❖ Fidelity to data collection and review</li> <li>❖ Our school’s four-year cohort graduation rate (88.5%) in 2020-21 exceeded the rate of West Contra Costa County (84.1%) as well as the statewide rate (83.6%)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Absence rates and chronic absenteeism have increased during the pandemic</li> <li>❖ Three semesters without an active SARB process means that there are chronically absent families who have not experienced accountability.</li> </ul>
<p><b><u>Goal 6 (School Climate)</u></b> Suspension and expulsion rates; surveys of pupils, parents, and teachers on sense of safety and school connectedness.</p>	<ul style="list-style-type: none"> <li>❖ With the addition of another social worker and student support services coordinator, the Social Work Department has been able to increase supports, with 238 students receiving services this year, totaling 833 contacts.</li> <li>❖ SEL content during the daily Advisory Period has provided important connection this year.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Vacancies (with holistic services, deans, etc.) have impacted the ability to support with some school climate work.</li> <li>❖ Students’ challenging transition back to on-campus learning has been reflected in behavior issues, including suspensions, low motivation, and increase in student absences</li> </ul>
<p><b><u>Goal 7 (Broad Course of Study)</u></b> Access to and enrollment in a broad course of study, including programs and services provided to EL, low-income, or foster youth students, and students with exceptional needs.</p>	<ul style="list-style-type: none"> <li>❖ The course offering is “guaranteed and viable,” allowing students to complete high school graduation requirements in a timely way.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Amidst vacancies, there is still a desire to expand the course offering, especially in the areas of world languages and performing arts.</li> </ul>

LCAP Mid-year Update Board Report

	Successes	Challenges
<p><b><u>Goal 8 (Pupil Outcomes)</u></b> Pupil outcomes, if available, in the subject areas described in Goal 7, as applicable.</p>	<ul style="list-style-type: none"> <li>❖ Amidst the current teacher shortage, Making Waves Academy has maintained our traditional course offerings, utilizing APEX to optimize the coherence of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>❖ CAASPP testing was impacted by distance learning and learning loss exacerbated by pandemic and resulted in lower scores.</li> </ul>

## Appendices (Tables)

1. Update on Outcome Data
2. Implementation and Expenditures Updates
3. Update to the Budget Overview for Parents

### Appendix 1: Update on Outcome Data

Metric	Where we've been <i>(Previous data)</i>	Where we are now <i>(Mid-year data, if available)</i>	Where we are headed <i>(Goals for 2023-24, set in our current LCAP)</i>
<p><b><u>Goal 1 (Basic Conditions)</u></b>: 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))</p>			

LCAP Mid-year Update Board Report

Metric	Where we've been <i>(Previous data)</i>	Where we are now <i>(Mid-year data, if available)</i>	Where we are headed <i>(Goals for 2023-24, set in our current LCAP)</i>
<b>Standards-aligned instructional materials in all subject areas</b>	Aligned curriculum in ELA, Science, Spanish, Health and Wellness, Art, Music.	During AY21/22: <ul style="list-style-type: none"> <li>• adopted a standards- aligned 6th-8th grade social studies curriculum</li> <li>• researching curriculum for 5th grade social studies and science</li> <li>• will request new Spanish and psychology curriculum during the spring Curriculum Review Committee (CRC) meeting.</li> <li>• pilot of a new US math curriculum recommended for AY22/23.</li> </ul>	Standards-aligned, culturally-responsive curriculum in all content areas.
<b>Human Resources has built out their process for supporting the credentialing status of teachers.</b>	In 20-21- 75% of teachers were fully credentialed and appropriately assigned	In 2021-22 (as of 1/10/22) 73% of teachers (45 out of 62) are fully credentialed and appropriately assigned; 3 others are fully credentialed, but inappropriately assigned (out of subject matter; on plans/working on securing appropriate authorization)	100% of teachers are appropriately assigned and making adequate progress towards their credential pathway.
<b>Schedule for routine maintenance of key structural, equipment, appliance, and operational elements of the facility</b>	Our systems and approach is being implemented.  2020-21 FIT inspection: All facilities systems good; Overall rating "exemplary."	The next FIT inspection will be in March 2022.	Buildings remain in good repair.

**Goal 2 (State Standards):** Implementation of Common Core State Standards, including how English Learner students will be enabled to gain academic content knowledge and English language proficiency

LCAP Mid-year Update Board Report

Metric	Where we've been <i>(Previous data)</i>	Where we are now <i>(Mid-year data, if available)</i>	Where we are headed <i>(Goals for 2023-24, set in our current LCAP)</i>
<p><b>ELD training and progress-monitoring</b></p>	<p>Money allotted in the budget is utilized for stated purposes for equipment, materials, and training.</p> <ul style="list-style-type: none"> <li>• 80% or more of the Professional Development plan is implemented.</li> <li>• 100% or more of the progress monitoring system for English Language Development is implemented.</li> </ul>	<p>100% of Semester 1 Professional Development plan was implemented with fidelity.</p>	<p>All staff are coached regularly on implementation of ELD professional development.</p>
<p><b>Goal 3 (Family Engagement):</b> Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.</p>			

LCAP Mid-year Update Board Report

<p><b>Attendance data to family meetings</b></p>	<p>"Good" family participation.</p> <p>2019-20 Planned parent calendar and parent attendance collection went on moratorium initially due to the onset of the pandemic, shifting focus to parent open sessions, Q&amp;A's, surveys, and workshops on wellness.</p> <p>2019-20 &amp; 2020-21 School Site Council parent Reps, and Parent Advisory Committee Leaders (ELAC, BAAPAC) participated at full capacity, despite the pandemic.</p> <p>2019-20 &amp; 2020-21 Parent Engagement feedback sessions were held for LCAP, SPSA, Title I, WASC, and the ELO Summer Grant.</p>	<p>In 2021-22: General Parent meetings were decreased from once per month, to once per quarter, not counting Back to school.</p> <p>10-15 % of our parent population participated in Saturday parent meetings August-Dec., and just over 35% of our parents attend the Jan '22 parent meeting</p> <p>On average 15-30% of our parents participate in surveys. 58% of our parents participated in the January '22 pulse check survey.</p> <p>Parent Wave Reps went on moratorium.</p> <p>SSC staff and parent rep elections have been held; Parent Advisory Committee Leaders (ELAC, BAAPAC) participate at full capacity via zoom.</p> <p>Parent Engagement input and feedback sessions have been or will be held for LCAP, Title I, ESSER grants, WASC, and the ELO grant.</p>	<p>"Strong" family participation; we hope to see increased participation in family engagement events, family participation, and parent leadership as the school begins to normalize from the pandemic and as parents become allowed back on to campus.</p>
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LCAP Mid-year Update Board Report

Metric	Where we've been <i>(Previous data)</i>	Where we are now <i>(Mid-year data, if available)</i>	Where we are headed <i>(Goals for 2023-24, set in our current LCAP)</i>
<p><b>Goal 4 (Student Achievement):</b> Pupil achievement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> <li>(a) CA Assessment of Academic Progress and Performance (CAASPP) statewide assessment</li> <li>(b) The California School Dashboard</li> <li>(c) Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</li> <li>(d) Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC)</li> <li>(e) EL reclassification rate</li> <li>(f) Percentage of pupils who have passed an AP exam with a score of 3 or higher</li> <li>(g) Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness</li> </ul>			
<b>8th grade retention rates</b>	97% of 8th graders in the 2019-20 school year matriculated to the upper school	96% of 8th graders in the 2020-21 school year matriculated to the upper school (Wave 22).	90% or more 8th graders matriculate to Upper School
<b>Upper School retention rates</b>	98% retention rate in Upper School in 2019-20 (402 students; 7 transferred out)	96% Retention in Upper School in 2020-21 (410 students, 16 transferred out).	90% retention rates in Upper School
<b>Upper School graduation rates &amp; drop-out rates</b> (Dataquest)	2019-20 5-year cohort graduation rate: 98.6%  2019-20 4-year cohort graduation rate: 93.8%  2019-20 drop-out and non-completer rate (5-year adjusted cohort outcome): 1 student (1.2%)	2020-21 5-year Cohort Graduation Rate: 97.8%  2020-21 4-year Cohort Graduation Rate: 88.5%  2020-21 drop-out and non-completer rate (5-year outcome): 1 student (1.1%)	95% or higher graduation rate



LCAP Mid-year Update Board Report

<b>Metric</b>	<b>Where we've been</b> <i>(Previous data)</i>	<b>Where we are now</b> <i>(Mid-year data, if available)</i>	<b>Where we are headed</b> <i>(Goals for 2023-24, set in our current LCAP)</i>
<b>English Proficiency rates</b>	55% of Wave 21 ELs reclassified by the end of 8th grade (2020)  13% of MWA English Learners (all grades) reclassified in 2019-20  9% of MWA English Learners (all grades) reclassified in 2020-21	36% of Wave 22 ELs reclassified by the end of 8th grade (2021)  7% of MWA English Learners (all grades) have been reclassified in 2021-22 (as of 12/17/21) and 14% are on track for possible reclassification later this year [scored 4 on ELPAC, and waiting on additional qualifying criteria]	80% reclassification rate by 8th grade
<b>AP pass rates</b> (% of students taking AP exams who passed with scores of 3 or higher)	45% passed AP in 2020	21% passed AP in 2021	80% to pass AP exams
<p><b>Goal 5 (Student Engagement):</b> Pupil engagement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> <li>(a) school attendance rates</li> <li>(b) chronic absenteeism rates</li> <li>(c) middle school dropout rates</li> <li>(d) high school dropout rates</li> <li>(e) high school graduation rates</li> </ul>			
<b>Attendance: ADA rates</b> (Schoolzilla)	91.8% ADA in 2020-21	87.9% ADA as of 12/16/21	Continued and increased metrics of: 97% ADA
<b>Attendance: Chronic absenteeism rates</b> (% who are absent more than 10% of school days)	7.8% chronically absent in 2018-219 school year (last year of full in-person instruction)  23.8% of students chronically absent in 2020-21 school year	52.1% of students chronically absent (absent >10% of school days thus far) in 21-22, as of 12/16/21	To be determined

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Metric	Where we've been (Previous data)	Where we are now (Mid-year data, if available)	Where we are headed (Goals for 2023-24, set in our current LCAP)
<b>SARB (School Attendance Review Board) process</b>	SARB process was on hold in 20-21 (alternate processes for reengagement during distance learning)	MWA will resume the SARB process in January 2022.	To be determined
<p><b>Goal 6 (School Climate):</b> School Climate, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> <li>(a) Pupil suspension rates</li> <li>(b) Pupil expulsion rates</li> <li>(c) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</li> </ul>			
<b>Social Worker dashboards</b>	80% or more of the plan is implemented as measured in the Social Worker Dashboard	Semester 1 Social Worker Dashboard data (8/16/21-11/30/21) <ul style="list-style-type: none"> <li>● 238 unique students seen</li> <li>● 833 Social Worker student contacts</li> <li>● 88-student caseload in (1:1 counseling and case management)</li> </ul>	Implement and better align 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 and expulsions.
<b>Professional Development calendar</b>	80% or more of the training and support plan is implemented as indicated by the Social Worker Dashboard	Professional Development on crisis intervention (Notice/Talk/Action protocol) completed in August PD.	
<b>Survey Data (School Climate or Healthy Kids Surveys)</b>	School Climate Survey data (local indicators reported in 2020-21): <ul style="list-style-type: none"> <li>● More than 60% of Wave Makers feel that MWA facilitates an environment where they feel safe, can</li> </ul>	Our School Climate Survey and the California Healthy Kids Survey (CHKS) will be administered in Semester 2.	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.

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Metric	Where we've been <i>(Previous data)</i>	Where we are now <i>(Mid-year data, if available)</i>	Where we are headed <i>(Goals for 2023-24, set in our current LCAP)</i>
	be themselves, celebrated/praised, feel valued/important, and supported to address and resolve harm; <ul style="list-style-type: none"> <li>80% of Wave-makers Academy-wide agree or strongly agree that they "feel supported to be successful in school"</li> </ul>		
<b>Suspension Rates</b> (percent of students who were suspended for at least 1 day (cumulatively))	2019-20: 5.9%  2020-21 (distance learning): 0%	2021-22 Suspension rates as of 12/17/21: Middle School: 5.4% (36 students)  Upper School: 3.4% (16 students)  All grades: 4.6% (52 students)	To be determined
<b>Expulsion Rates</b>	2019-20: 0.2%  2020-21: 0%	2021-22 (Semester 1): 0%	To be determined
<p><b>Goal 7 (Broad Course of Study):</b> 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))</p>			
<b>Master Schedule</b>	100% of students in 2019-2020	100% of middle school students and	100% of students are enrolled in

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Metric	Where we've been <i>(Previous data)</i>	Where we are now <i>(Mid-year data, if available)</i>	Where we are headed <i>(Goals for 2023-24, set in our current LCAP)</i>
	were enrolled in courses required for UC/CSU admission (reported in 2020-21 SARC)	99.8% of upper school students' schedules are aligned with promotion and graduation requirements.  <i>(1 upper school student is enrolled at Seneca Center [non-Public School/NPS with alternate schedule].)</i>	courses at the middle school that meet the state criteria for "course access" and at the upper school (high school) that meet and/or exceed MWA graduation requirements (consistent with a-g requirements for UC/CSU eligibility) through offering a viable but varied set of differentiated courses.
<b>Goal 8 (Pupil Outcomes):</b> Pupil outcomes, if available, in the subject areas described above in Goal #7, as applicable.			
<b>CAASPP (SBAC) scores for English (% proficient)</b>  <b>GPA for English</b>	2018-19 ELA CAASPP: 50% proficient  2019-20 ELA: CAASPP canceled due to COVID	2020-21 ELA CAASPP: 39% proficient (58% in upper school; 36% in middle school)  2021-22 Semester 1 ELA GPAs: 2.63; 2.32 in middle school, 2.19 in upper school)	ENGLISH: 70% for the Middle School and 80% for the Upper School pass the SBAC and have GPAs above 2.7.
<b>CAASPP scores for Math</b>  <b>GPA for Math</b>	2018-19 Math CAASPP: 26% proficient  2019-20 Math: CAASPP canceled due to COVID	2020-21 Math CAASPP: 16% proficient (15% in upper school, and 16% in middle school)  2021-22 Semester 1 Math GPAs: 2.79 (2.93 in upper school; 2.7 in middle school)	MATH: 50% for the Middle School and 60% for the Upper School pass the SBAC and have GPAs above 2.7.
<b>CAASPP scores for Science</b>  <b>GPA for Science</b>	2018-19 Science CAST: 22%  2019-20 Science: CAST canceled due to COVID	2020-21 Science CAST: 20% proficient  2021-22 Semester 1 Science GPAs:	SCIENCE: 50% for the Middle School and 70% for the Upper School pass the SBAC and have GPAs above 2.5.

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<b>Metric</b>	<b>Where we've been</b> <i>(Previous data)</i>	<b>Where we are now</b> <i>(Mid-year data, if available)</i>	<b>Where we are headed</b> <i>(Goals for 2023-24, set in our current LCAP)</i>
		2.85 (2.49 in upper school; 3.07 in middle school)	
<b>CAASPP scores for Social Science</b>  <b>GPA's for Social Science</b>	n/a (no state Social Science test)	2021-22 Semester 1 Social Studies GPAs: 2.92 (2.95 in upper school; 3.2 in middle school)	SOCIAL SCIENCE: 50% for the Middle School and 70% for the Upper School pass the SBAC and have GPAs above 2.5.
<b>Physical Fitness Test (PFT) Scores</b>  <b>Health &amp; Wellness Grades</b>	2018-19 PFT: % of students who met 4 out of 6 Fitness Standards: 5th: 27.4% 7th: 28.6% 9th: 18.6%  2019-20, 2020-21: No PFT administered due to COVID/Distance Learning	2021-22 PFT will be administered beginning in February.  2021-22 Semester 1 Health & Wellness GPAs: 3.36 (3.44 in upper school; 3.33 in middle school)	PHYSICAL FITNESS: 90% or more will pass the annual Physical Fitness Test and have GPAs above 2.5.
<b>Foreign Language grades and course completion</b>	80% of Upper School students will take and pass foreign language classes needed for A-G requirements and have GPAs above 2.5	2021-22 Semester 1 Foreign Language GPAs: 3.16 (upper school only)	80% of Upper School students will take and pass foreign language classes needed for A-G requirements and have GPAs above 2.5.
<b>Course Schedule</b> (Career and Technical Education enrollment)	31% CTE Participation (127 Upper School Pupils Participating in a CTE course in 2019-20 school year; per the SARC submitted in Jan 2021).	27% CTE Participation (113 Upper School Pupils Participating in a CTE course in 2020-21 school year; per the SARC submitted in Jan 2022).	10% or more will be enrolled in CTE designated courses

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## Appendix 2: Implementation and Expenditure Updates

<p style="text-align: center;"><b><u>Key</u></b></p> <p style="text-align: center;"> <span style="background-color: #f8d7da; padding: 2px;">Not Started</span>  <span style="background-color: #fff3cd; padding: 2px;">In progress, but needs support</span>  <span style="background-color: #d4edda; padding: 2px;">In progress, and on track</span>  <span style="background-color: #d4edda; padding: 2px;">Completed</span> </p>		Estimated Expenditures as of 10/31/21
<b>Goal 1 (Basic Conditions)</b>		
<b>ACTION 1:</b> Credentials	1. Provide more resources to support teachers to get their teacher credential and/or keep them current.	\$53,000.00
	2. Provide for explicit support for teacher interns and teacher residents to earn their credential.	
	3. During the recruitment and selection process ensure 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.	
<b>ACTION 2:</b> Curriculum	1. Follow the Annual Curriculum Review & Adoption Plan.	\$75,000.00
	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.	
	3. Follow a process for the review and adoption of new state curriculum for science and history materials and textbooks.	
	4. Specifically call out culturally responsive practices and materials in the curriculum review process.	

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<b>ACTION 3</b> Facilities	1. Follow the Facilities Review Plan addressing routine maintenance of key structural, equipment, appliance, and operational elements of the facility.	\$39,000.00
	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.	
<b>ACTION 4</b> Credential Process	1.MWA provides teacher residents with study aides that they can borrow and return; we assist with applications for provisional internship permit.	\$26,390.00
	2. MWA pays for the cost of the California CTC required Teacher Induction Program (TIP).	
	3. The Talent Team at MWA obtains necessary information from candidates on credential status; HR obtains proof for new hires and/or checks the CA CTC website.	
	4. As requested HR submits a list of faculty credential status by October each year.	
	5. HR reviews faculty files annually each spring and meets with each faculty member who is on a credential agreement.	
<b>ACTION 5</b> Curriculum Integration	1. Annual review of curriculum and adoption plan is conducted by instructional leadership. Annual stakeholder hearing regarding the sufficiency of textbooks was conducted at the November 2020 SSC meeting. A textbook and supplemental learning materials listing was adopted by the board.	\$717.00
	2. Research of alternative ways to make curricular resources available to students using a variety of materials and platforms is done through various meetings held throughout the year, including the Curriculum Committee meetings.	
	3. An annual stakeholder hearing regarding the sufficiency of textbooks was conducted at the November SSC Meeting. A textbook and supplemental learning materials listing was adopted by the board with a Board resolution.	
<b>ACTION 6</b> Facility Conditions	Schedule for regularly scheduled inspections of key structural, equipment, appliance, and operational elements of the facility.	\$341,927.00
	Schedule of any ongoing training or PD appropriate for the upkeep, maintenance, custodians, janitorial and gardening services, and inspection of structural, equipment, appliance, and operational elements	

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	of the facility.	
	Schedule of an (annual, biannual, or triannual) inventory process re: the facilities, equipment, or appliances integral to the facility.	
<b>ACTION 7</b> Enrichment Curricular Programs	Pilot curricular enrichment programs that align with the state standards and are of interest to our community (Curious Cardinals)	\$30,000.00
<b>Goal 2 (State Standards)</b>		
<b>ACTION 1:</b> ELD Data Analysis	1. Ensure the plan addresses the following elements:	\$12,708.00
	A. Implementation Plan with timelines, milestones, & who is responsible.	
	B. Plan for ongoing professional development of faculty and administration through site-based and off-site training.	
	C. Create a visiting committee to visit other schools.	
	D. Plan and schedule for formal and informal observations - of teachers to assess level of fidelity and implementation of CCSS.	
	E. Section of formal teacher observations and lesson planning documents that address teacher efficacy with implementation of CCSS.	
	2. Review CCSS elements as part of the annual Budget and LCAP process to ensure alignment with CCSS implementation plan goals.	
	3. Schedule semi-annual presentations to the MWA Board and larger community by way of updates on implementation and/or results – any data involving implementation data or student performance data, especially for Math performance.	
<b>ACTION 2:</b> Appropriate Implementation	1. Develop a schedule for site-based and off-site training for ELD Coordinator and faculty.	\$2,708.00
	2. Implement ongoing formal & informal evaluation and feedback.	
	3. Implement a teacher evaluation tool that addresses the use of adopted ELD best practice instructional strategies.	
	4. Share agreed upon best-practice ELD strategies through presentations to the MWA Board, CEO,	



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	and AIS group annually.	
	5. Meet the goals for the new EL Initiatives.	
<b>ACTION 3:</b> Implementation of Success Metrics	1. Schedule for ELPAC Training of faculty and administrators and ELPAC testing for students.	\$13,000.00
	2. Development of a comprehensive English Language Proficiency project plan for EL students. The plan should include:	
	A. EL proficiency goals	
	B. Adopted school-wide and division-wide common best practice strategies to be implemented in all classrooms.	
	C. Identify milestones of the plan that are shared regularly with administration, faculty, and parents.	
	D. Reclassification targets for all students.	
	E. Growth targets for the group of EL students that take into account student GPAs, performance on benchmark assessments, and final grades.	
	F. Progress monitoring protocols for EL students and recently (within the last 3 years) reclassified students.	
	G. Schedule for presentations to the MWA Board and CEO two times per year CEO and the AIS group three times per year.	
	H. Standardize the EL Plan.	
<b>Goal 3 (Parental Involvement)</b>		
<b>ACTION 1:</b> Participation Opportunities	1. Maintain current engagement 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.	\$9,469.00
	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.	

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<b>ACTION 2:</b> Family Engagement	1. Director of Family Engagement and School Culture sends out monthly updates to parents and staff.	\$9,500.00
	2. Make semiannual presentations to the SSC to discuss new ideas and share successes and challenges.	
	3. Continue celebrating goals for parent participation and achieving the goals publicly.	
<b>ACTION 3:</b> Family Engagement Marketing	1. Update and refine campus signage and promotion materials for parent meetings, School Site Council meetings, and events.	\$17,905.00
	2. Develop and refine a more comprehensive and robust online calendar of events to help parents access information. Refine our new parent portal on the MWA website.	
	3. Send out monthly update emails to parents and staff.	
<b>ACTION 4:</b> Parent Leadership	1. Continue to refine Wave Representative role by providing training on parent leadership and MWA programming.	\$9,469.00
<b>Goal 4 (Student Achievement)</b>		
<b>ACTION 1:</b> Gather and Report Information	1. Present data, analysis, progress and challenges to the Academic Intervention Services Team (AIS), the SSC, the MWA Board, and the CEO.	\$19,211.00
	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.	
<b>ACTION 2:</b> Track and Support Retention	1. Provide training for faculty, parents, students, and staff on the revised components that comprise the new state testing criteria when they are published.	\$2,708.00
	2. Develop a project plan that details how MWA will provide for and support elements of the state testing results being accounted for in the school program.	
<b>ACTION 3:</b> GPA Data	1. Create individual graduation pathway plans for MWA Upper School students that track and monitor progress towards high school graduation and post-secondary plans.	\$9,800.00
	2. Provide training for faculty re: Upper School graduation requirements and college admissions criteria	

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	<p>for UCs and CSUs.</p> <p>3. Provide for training to faculty, administration, staff, students, and parents for the meaning and rationale for CTE opportunities for students.</p> <p>4. Provide for specific training and ongoing support of Upper School advisors in effectively executing and meeting their responsibilities.</p> <p>5. Ensure 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.</p> <p>6. Plan for annual updates and reports to the school community, SSC, MWA Board, and CEO on the CTE opportunities for students at MWA.</p> <p>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.</p> <p>8. Ensure new courses are UCOP approved.</p>	
<p><b>ACTION 4:</b> English Learner Program</p>	<p>1. The EL Coordinator works with the Academic Instruction Team, ELA teachers, faculty, and interventionists on a plan that includes the adoption and fidelity monitoring of the use of commonly adopted instructional strategies that are aimed at increasing EL proficiency.</p> <p>2. A schedule for progress and fidelity monitoring is created that includes frequency of classroom observations, data to be analyzed over the quarter.</p> <p>3. The EL Coordinator presents scheduled updates to AIS Team, the SSC, MWA Board, and CEO.</p>	\$5,670.00
<p><b>ACTION 5:</b> English Learner Reclassification</p>	<p>1. Create a “guaranteed and viable” ELPAC testing schedule.</p> <p>2. Ensure annual training of EL Coordinator, faculty, and staff is provided.</p> <p>3. Create milestones throughout the school year that act as indicators of progress towards meeting and exceeding annual growth targets.</p> <p>4. Present updates to parents, AIS Team, SSC, MWA Board, and CEO.</p>	\$5,700.00
<p><b>ACTION 6:</b> AP Exam</p>	<p>1. Set goal of 80% or more of students taking AP courses signing up for and taking the exam.</p> <p>2. Set classroom observation schedule of AP courses to ensure fidelity to the AP curriculum and to assess proper pacing of the course.</p> <p>3. Provide for off-site and site-based training for faculty teaching AP courses.</p>	\$9,800.00

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	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.	
<b>ACTION 7:</b> College/ Career	1. Provide for a schedule of training for faculty and staff with a specific focus on the College and Career Readiness Indicator (CCI).	\$18,377.00
	2. Provide for adoption of strategies that will support students in the development of essential skills to place at the level of "prepared" on the CCI.	
	3. Schedule annual presentations for families, AIS Team, SSC, MWA Board, and CEO to monitor, evaluate, and review school-wide performance on the CCI.	
	4. Involve a wide range of faculty and staff in a process for gathering input on school-wide performance on the CCI with the purpose of identifying best practices and focus areas for future professional development.	
<b>ACTION 8:</b> Enhance faculty training	1. Provide training to 7th-12th grade teachers on AP standards and exams to ensure alignment.	\$20,430.00
	2. Provide training on CTE pathways to advisors and teachers interested in becoming CTE teachers	
	3. Integrate content lead walkthroughs to support AP preparedness	
	4. Add mid-year data analysis of AP progress rates to AIS or Academic Instruction Team updates	
<b>Goal 5 (Student Engagement)</b>		
<b>ACTION 1:</b> Messaging and Consistent Practice	1. Create student celebration recognition opportunities to recognize student and parent excellent attendance. Establish criteria for this.	\$24,585.00
	2. Present attendance data to parents, students, SSC, MWA Board, and CEO.	
	3. Continue to conduct student exit interviews and collect data on student transfers.	
<b>ACTION 2:</b> Ongoing	1. Develop mechanisms to acknowledge student and parent improvement.	\$57,798.00
	2. Present/share SARB data and/or process updates to parents, AIS Team, SSC, MWA Faculty, MWA	

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development	Board, and CEO.	
<b>ACTION 3:</b> Feedback and follow through	1. Develop mechanisms to acknowledge student and parent improvement.	\$34,055.00
	2. Present/share SARB data and/or process updates to parents, AIS Team, SSC, MWA Faculty, MWA Board, and CEO.	
<b>ACTION 4:</b> Graduation Rates (High School Drop-out Rate)	1. At the end of each semester, release a "progress to graduation" report to each student to ensure that they are informed of the academic credits they have earned against the number required to either promote to the next grade level or to complete high school with a diploma or certificate of completion.	\$10,000.00
	2. Identify students who are "in danger of retention" or who must "recover credits" and engage administrators, faculty, and staff in identifying differentiated strategies to effectively support students, holistically, so that they may increase or maintain their pace to graduation.	
	3. Provide advance notice to families of students identified as being "in danger of retention" or who must "recover credits" so that families are aware of different supports and opportunities available for credit recovery, advancement, or enrichment.	
	4. Engage a group of administrators, faculty, and staff to annually discuss the graduation rate data and propose interventions and refinements to the program to further increase graduation rates.	
	5. Present high school graduation rate data to the AIS, SSC, MWA Board, and CEO annually to discuss successes, challenges, and possible solutions.	
<b>ACTION 5:</b> Graduation Rates	1. At the end of each semester, release a "progress to graduation" report to each student to ensure that they are informed of the academic credits they have earned against the number required to either promote to the next grade level or to complete high school with a diploma or certificate of completion.	\$9,800.00
	2. Identify students who are "on track" and engage administrators, faculty, and staff in identifying differentiated strategies to effectively support students, holistically, so that they may increase or maintain their pace to graduation.	
	3. Provide advance notice to families of students identified as being "on track" so that families are aware of different supports and opportunities available for credit recovery, advancement, or enrichment.	
	4. Engage a group of administrators, faculty, and staff to annually discuss the graduation rate data and propose interventions and refinements to the program to further increase graduation rates.	

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	5. Present high school graduation rate data to the AIS, SSC, MWA Board, and CEO annually to discuss successes, challenges, and possible solutions.	
<b>Goal 6 (School Climate)</b>		
<b>ACTION 1:</b> Social Emotional Learning	1. Provide clear and consistent messaging on the Student Management System and Parent-Student Handbook.	\$7,324.00
	2. Implement the restorative justice practices and social-emotional framework practices (PMSC) with fidelity. Align 5-12 and build out Social Emotional curriculum in advisory.	
	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.	
<b>ACTION 2:</b> Expulsion rates	1. Provide consistent Student Management System & Parent-Student Handbook messaging.	\$38,000.00
	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.	
<b>ACTION 3:</b> Safety and Connectedness	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.	\$37,918.00
	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	

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	to implement change, and serve as foundation for instructional practices and the learning environment.	
	5. Implement plans for more opportunities to look for cross-grade community building.	
	6. Work with clinicians to support social emotional well-being.	
<b>ACTION 4:</b> Support Team	1. Refine and build out holistic support services team to include additional Social Worker	\$26,667.00
<b>Goal 7 (Broad Course of Study)</b>		
<b>ACTION 1:</b> Course Access	1. Plan for and ensure the daily schedule is “guaranteed and viable”.	\$130,204.00
	2. Continue to refine and develop offerings in the middle school and upper school	
	3. Ensure course offerings and master schedule reflect access, programming, and targeted specialized support for EL, IEP, Intervention, and GATE.	
	4. Annually audit the master schedule to assess its viability and make proposals for new courses to be added or taken away as a result of analysis.	
	5. Implement a plan for expanding performing arts options and courses.	
	6. Create a plan to expand world language options and courses.	
<b>ACTION 2:</b> Alignment of Course Offerings	1. Align middle school and upper school Encore/Art offerings	\$18,378.00
	2. Align and build out the world language program to offer more diverse languages, with special attention to offering Spanish in the middle school	
<b>Goal 8 (Pupil Outcomes)</b>		
<b>ACTION 1</b>	SUBPRIORITY A – ENGLISH, MATHEMATICS, SOCIAL SCIENCES, SCIENCE, VISUAL AND PERFORMING ARTS, PHYSICAL EDUCATION, HEALTH, AND FOREIGN LANGUAGES	\$18,300.00
	1.Ensure faculty, parents, and students know the goal.	
	2.Post mid-quarter and quarterly data in designated locations in the Middle School and Upper School hallways, offices, and classrooms.	

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	<p>3.Continue to run initial analysis of quarterly data through the AIS Team.</p> <p>4.Divisional meetings among Content Leads and the Academic Instruction team to discuss common strategies and outcomes for student growth.</p> <p>5.Content Leads report out to their respective Director of Academic Instruction.</p> <p>6. Develop schoolwide health and wellness goals.</p>	
<p><b>ACTION 2</b></p>	<p>1.Develop a plan to research, identify, and adopt CTE options that include a variety of approaches: AP courses, online courses &amp; concurrent enrollment.</p> <p>2.Ensure CTE goals are known by the faculty, students, and parents.</p> <p>3.CTE options and data are shared with the community annually in a report.</p>	<p>\$5,424.00</p>
<p style="text-align: center;"><b><u>Key</u></b></p> <p style="text-align: center;">Not Started</p> <p style="text-align: center;">In progress, but needs support</p> <p style="text-align: center;">In progress, and on track</p> <p style="text-align: center;">Completed</p>		



LCAP Mid-year Update Board Report

## Appendix 3: Updates to the Budget Overview for Parents

Budget Item	Original 21-22 Budget Amount	1st Interim 21-22 Budget Amount	Difference
Total LCFF funds	\$12,104,573	\$11,517,276	-\$587,297
LCFF supplemental and concentration grants	\$2,370,062	\$2,385,314	\$15,252
All other state funds	\$2,314,568	\$3,054,386	\$739,818
All local funds	\$9,256,826	\$10,324,930	\$1,068,104
All federal funds	\$3,438,590	\$2,722,739	-\$715,851
Total projected revenue	\$27,114,557	\$27,619,331	\$504,774
<b>Total budgeted general fund expenditures</b>	<b>\$27,064,557</b>	<b>\$27,569,331</b>	<b>\$504,774</b>

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Making Waves Academy	Dr. Evangelia Ward-Jackson	ewardjackson@mwacademy.org (510) 262-1511

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Funds provided in the Budget Act of 2021 that were not included in the LCAP include: the Cost-of-Living Adjustment, the 15% increase to concentration funds, the ARP Homeless Children and Youth Fund, and additional Special Education Funds.

Making Waves Academy has a long-established foundational principle of meaningful educational partner engagement. In an effort to provide opportunities for broad access for ongoing educational partner engagement, we host morning and evening feedback sessions, implement surveys, and collaborate with established critical learner advisory committees to maximize engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process.

As such, Making Waves Academy will continue to engage educational partners regarding the additional state funds that will be spent in the 2021-22 school year (the Cost-Of-Living-Adjustment, the 15% increase to concentration funds, the ARP Homeless Children and Youth Fund, and additional Special Education funds) during additional educational partners' engagement opportunities in the first half of 2022.

Previous engagement opportunities include: virtual feedback sessions for parents, teachers, staff, administrators, and the public for the Local Control and Accountability Plan 2021-22 (<https://www.makingwavesacademy.org/governance/school-reports/lcap>, pages 7-8), as well as the engagement opportunities around the ESSER III and ELO Grant (see prompt 3 below).

During the first half of 2022, we plan to implement an additional survey of our educational partners to capture feedback regarding how best to prioritize funds (including these additional state funds) to best meet the academic, social-emotional, and safety needs of our campus. The survey is designed to identify both overall trends in the community as well as disaggregate feedback collected by the following educational partners: parents, teachers, other staff, and administrators. In addition, we will continue to host listening sessions, parent meetings, and family advisory sessions in an effort to optimize for opportunities for different educational partners to inform and refine the way we prioritize funding.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Making Waves Academy, a single-school LEA, has an enrollment of unduplicated student groups greater than 55%, so we receive the concentration grant and its add-on. 86% of our students qualify as economically disadvantaged, English learners, and/or foster youth (Unduplicated Pupil Percentage). We will use the concentration grant add-on funding toward increasing the number of on-site substitutes, who will provide direct services to students through instruction and supervision. We have increased the number of on-site substitutes from two positions during AY20/21 to twelve positions during AY21/22. The ability to hire ten additional on-site substitutes enables us to maintain our contingency of learning plan while maintaining onsite learning for students. Prioritizing hiring and training a team of mission-aligned substitutes allowed us to increase the consistency of coverage for both teacher vacancies and daily classroom coverage, and provide direct services to students. These positions directly support instruction and the social-emotional wellness of students as the additional hires allowed Making Waves Academy to remain open and operational during an extended period of teacher storage.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Efforts have been made to refine and improve our approach to support COVID-19 recovery through the LCAP development process, which includes engagement opportunities organized specifically around gathering feedback for the use of federal funds, including ESSER III. Making Waves Academy sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan. The following links and page numbers indicate how and when Making Waves Academy engaged its educational partners in the use of funds received to support recovery for the COVID- 19 Pandemic.

ESSER III Expenditure Plan, pages 3-4

(<https://resources.finalsite.net/images/v1639162558/makingwaves/xrk43643e5bmufsu9rsj/ESSERIIIExpenditurePlan2021.pdf>)

2020-21 Learning Continuity and Attendance Plan, pages 3-4

([https://www.makingwavesacademy.org/uploaded/MWA\\_Website\\_Updates/2020\\_Learning\\_Continuity\\_and\\_Attendance\\_Plan\\_Making\\_Waves\\_Academy-FINAL-9.29.2020.pdf](https://www.makingwavesacademy.org/uploaded/MWA_Website_Updates/2020_Learning_Continuity_and_Attendance_Plan_Making_Waves_Academy-FINAL-9.29.2020.pdf))

2021-22 Local Control and Accountability Plan, pages 6-7

(<https://resources.finalsite.net/images/v1626113189/makingwaves/ysfdwed8tlvymxgr5ggm/2021-22LocalControlandAccountabilityPlan-English.pdf> )

Expanded Learning Opportunities Grant Plan, page 2 (<https://www.makingwavesacademy.org/governance/school-reports>)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

It is a priority of Making Waves Academy to ensure the health and safety of students, educators, and other staff, as well as to ensure the continuity of services, as required by the American Rescue Plan (ARP) Action of 2021.

Listed below are the successes and challenges we have experienced based on the implementation of our ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan.

#### Health and Safety of Students, Educators, and Other Staff

**Successes:** Making Waves Academy continues to benefit from the expertise provided by our two on-site nurses and Covid Response Team. The implementation of weekly surveillance testing of all students has helped maintain a healthy and safe learning environment for both students and staff. Additionally, utilizing County Health Department guidelines for quarantining of students and staff who test positive or show symptoms has allowed us to avoid multiple outbreaks. Lastly, using technology tools such as CrisisGo supports a system of daily symptom check-ins for all staff and families along with an accounting of who is on campus on a daily basis.

**Challenges:** Making Waves Academy continues to partner with the Contra Costa County Health Department to review ever evolving practices and guidelines. Making sure we continue to monitor and update changes to the guidelines is sometimes a challenge. In addition, helping to educate and make the school community aware of any new requirements was a challenge, particularly at the start of the school year. Helping the community to learn and adapt to these new guidelines proved to be challenging as we worked to build trust in our new systems and plans for a safe return to onsite learning. Lastly, the evolving group of staff who were out sick or quarantining sometimes made it difficult to maintain the level of continuity needed for optimal classroom learning environments and campus-wide safety.

#### Continuity of Services

**Successes:** Making Waves Academy continues to offer students with a broad range of courses, interventions and extracurricular programming during ongoing and persistent teacher shortages. School-site administrators launched the year in the classroom, as teachers, to ensure students' return to campus maximized both their academic and social-emotional wellness. The implementation of a new social-emotional advisory program for students and mindfulness professional development series for staff continues to support our holistic approach to onsite learning.

**Challenges:** Making Waves Academy is not immune to the impact of the national teacher shortage. As such, we started the year with twelve vacant classroom positions, which were covered by credentialed administrators and substitutes. The impact of these vacancies paired with student and staff Covid quarantines led to a three day school closure as we did not have the staff required to safely operate onsite. The original Making Waves academic calendar exceeded the required 175 days for charter schools, so we did not dip below the required number of instructional days in that fall closure. In addition, the beginning of Semester 2 has been greatly impacted by many staff and students needing to quarantine due to the surge in Covid rates related to the Omicron variant. As such, our January opening was delayed and we are working with the state and county around next steps.

### Implementation of the ESSER III Expenditure Plan

**Successes:** The programs and resources prioritized by our community partners continue to prove invaluable as we continue to support the health, academic, and social-emotional needs of our students. Student survey data, as well as our ASB board updates, both illustrate how critically important students believe weekly surveillance testing is to their sense of safety while on campus.

**Challenges:** Making Waves Academy has seen a noticeable increase in behavioral infractions and high level holistic support needs upon returning to onsite learning. As we continue to expand our holistic services team, we will prioritize additional professional development opportunities for teachers and parent workshops to collaboratively meet the social-emotional needs of our students.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Making Waves Academy considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. Some examples of how these additional funds are aligned are:

**Safe Return to In-Person Instruction and Continuity of Services Plan:** Making Waves Academy used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by continuing to optimize for safety, academic rigor, and social-emotional wellbeing. Upon returning to campus, the community prioritized health and safety routines, expectations, and procedures (REPs) for both students and staff to mitigate the transmission of Covid-19. The onboarding of the Director of Academic Support Services leads our academic instruction team in evaluating and modifying the targeted interventions offered to all students during both core day and supplementary programming. The expansion of our holistic support services team and student-facing advisory programming have helped both students and staff transition back to campus amidst continued stress associated with the Covid-19 pandemic. The implementation of these additional funds received in the 2021-2022 school year is specifically aligned with and builds onto our LCAP Goal 1, which focuses on maintaining and improving basic conditions of learning (LCFF Priority 1).

**ESSER III Expenditure Plan:** Making Waves Academy used its fiscal resources to implement the requirements of the ESSER III Expenditure Plan by creating a Covid Response Team, led by our school nurse, that monitors weekly surveillance testing of all students, facilitates contact tracing when required, and manages the sanitation protocols for our campus. This implementation of these additional funds is in alignment with and builds onto our LCAP Goal 1, which focuses on maintaining and improving basic conditions of learning (LCFF Priority 1). We are actively reviewing student academic performance to implement the appropriate Academic Intervention Services including Acceleration Academy during both President’s Week and Spring Break. This is in alignment with and builds onto our LCAP Goals 4, 7, and 8, which are focused on increasing student achievement, ensuring a broad course of study, and related pupil outcomes. Additional funds have been prioritized for the adoption of a SEL curriculum for advisory instruction as well as monthly mindfulness training sessions for faculty and staff. This is in alignment with our LCAP Goals 5 and 6, which are focused on increasing student engagement and improving school climate, including through SEL initiatives such as advisory instruction.



# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*



If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# Suplemento a la Actualización Anual del Plan de Contabilidad y Control Local del 2021-22

Nombre de la Agencia Educativa Local (LEA)	Nombre y Cargo del Contacto	Correo Electrónico y Teléfono
Academia Making Waves	Dr. Evangelia Ward-Jackson	ewardjackson@mwacademy.org (510) 262-1511

La Ley Presupuestaria de California para 2021-22, la Ley del Plan de Rescate Americano federal para 2021 y otras leyes de compensación estatal y federal han proporcionado a las agencias educativas locales (LEA, por sus siglas en inglés) con un aumento significativo de financiamiento para apoyar a los alumnos, maestros, personal y sus comunidades en recuperarse de la pandemia COVID-19 y para abordar los impactos de aprendizaje a distancia sobre los alumnos. Lo siguiente es un informe singular de mitad del año al consejo o cuerpo directivo local y socios educativos relacionados a la participación en e implementación de estas leyes.

Una descripción sobre cómo y cuándo el LEA incluyó, o planea incluir, sus socios educativos sobre el uso de fondos proporcionados mediante la Ley Presupuestaria de 2021 que no fueron incluidos en el Plan de Contabilidad y Control Local (LCAP, por sus siglas en inglés) de 2020-21.

Los fondos provistos en la Ley de Presupuesto de 2021 que no se incluyeron en el Plan de Contabilidad y Control Local (LCAP, por sus siglas en inglés) incluyen los siguientes componentes: el ajuste por costo de vida, el aumento del 15% a los fondos de concentración, el Fondo para Jóvenes y Niños Indigentes de la Ley del Plan Estadounidense de Rescate (ARP, por sus siglas en inglés) y los fondos adicionales de educación especial.

La Academia Making Waves tiene un principio fundamental establecido desde hace mucho tiempo para la participación significativa de los socios educativos. Con el objetivo de brindar oportunidades de gran acceso para la participación continua de los socios educativos, organizamos sesiones de comentarios por la mañana y por la noche, implementamos encuestas y colaboramos con consejos asesores de estudiantes de gran importancia, que se establecieron para maximizar la participación. Dichos esfuerzos se perfeccionaron y mejoraron a través del proceso de desarrollo del Plan de Contabilidad y Control Local.

Como tal, la Academia Making Waves continuará involucrando a socios educativos con respecto a los fondos estatales adicionales que se gastarán en el año escolar 2021-22 (el ajuste por costo de vida, el aumento del 15% a los fondos de concentración, el Fondo para Jóvenes y Niños Indigentes de la Ley ARP y los fondos adicionales de educación especial) durante las oportunidades adicionales de participación de los socios educativos en la primera mitad de 2022.

Las oportunidades de participación anteriores incluyen: sesiones de comentarios virtuales para padres, maestros, personal, administradores y el público para el Plan de Contabilidad y Control Local de 2021-22 (<https://www.makingwavesacademy.org/governance/school-reports/lcap>, páginas 7-8), así como las oportunidades de participación en torno a la subvención del Fondo de Ayuda de Emergencia para Escuelas

Primarias y Secundarias III (ESSER III, por sus siglas en inglés) y Oportunidades de Aprendizaje Extendido (ELO, por sus siglas en inglés) (consulte el mensaje 3 a continuación).

Durante la primera mitad de 2022, planificamos implementar una encuesta adicional de nuestros socios educativos para recopilar comentarios sobre la mejor manera de priorizar los fondos (incluidos estos fondos estatales adicionales) para satisfacer mejor las necesidades académicas, socioemocionales y de seguridad de nuestro plantel. La encuesta está diseñada para identificar las tendencias generales en la comunidad y los comentarios desagregados recopilados por los siguientes socios educativos: padres, maestros, otros miembros del personal y administradores. Además, continuaremos organizando sesiones de escucha, reuniones de padres y sesiones de asesoramiento familiar con la finalidad de optimizar las oportunidades para diferentes socios educativos con el objeto de informar y perfeccionar la manera en que priorizamos el financiamiento.

Una descripción sobre como el LEA usó, o planea usar, el financiamiento adicional adjunto de la subvención de concentración que recibió para aumentar la cantidad de personal que proporciona servicios directos a los alumnos en planteles escolares con una inscripción de alumnos que son de escasos recursos, estudiantes del inglés y/o jóvenes de crianza temporal que es superior al 55 por ciento.

La Academia Making Waves, una Agencia de Educación Local (LEA, por sus siglas en inglés) de una sola escuela, tiene una inscripción de grupos de estudiantes sin duplicación superior al 55 %; por esta razón, recibimos la subvención de concentración y su complemento. El 86% de nuestros estudiantes califican como estudiantes del inglés en desventaja económica o jóvenes de crianza temporal (porcentaje de alumnos sin duplicación). Usaremos los fondos adicionales de la subvención de concentración para aumentar la cantidad de suplentes en el establecimiento, quienes brindarán servicios directos a los estudiantes a través de la instrucción y la supervisión. Hemos aumentado el número de suplentes en el establecimiento de dos puestos durante el año académico (AY, por sus siglas en inglés) 2020-21 a doce puestos durante el año académico 2021-22. La capacidad de contratar diez suplentes adicionales en el establecimiento nos permite mantener nuestro plan de contingencia del aprendizaje mientras mantenemos el aprendizaje en el establecimiento para los estudiantes. Dar prioridad a la contratación y capacitación de un equipo de suplentes alineados con la misión nos permitió aumentar la consistencia de la cobertura para las vacantes de maestros y para la cobertura diaria del salón de clase, además de brindar servicios directos a los estudiantes. Estos puestos apoyan directamente la instrucción y el bienestar socioemocional de los estudiantes, ya que las contrataciones adicionales permitieron que la Academia Making Waves permaneciera abierta y operativa durante un período prolongado de almacenamiento de maestros.

Una descripción sobre cómo y cuándo el LEA incluyó sus socios educativos relacionado al uso de fondos federales singulares recibidos que son diseñados para apoyar recuperación de la pandemia COVID-19 y los impactos de educación a distancia en los alumnos.

Nos hemos esforzado para perfeccionar y mejorar nuestro enfoque a fin de apoyar la recuperación después del COVID-19 a través del proceso de desarrollo del Plan de Contabilidad y Control Local (LCAP, por sus siglas en inglés), que incluye oportunidades de participación organizadas específicamente en torno a la recopilación de comentarios para el uso de fondos federales, incluido el Fondo de Ayuda de Emergencia para Escuelas Primarias y Secundarias III (ESSER III, por sus siglas en inglés). La Academia Making Waves buscó los aportes

y los comentarios de sus grupos de socios educativos desde el inicio de la pandemia y continuó haciéndolo con el desarrollo del Plan de Asistencia y Continuidad del Aprendizaje, el LCAP de 2021-2022, la subvención de Oportunidades de Aprendizaje Extendido y el Plan de Gastos de ESSER III. Los siguientes enlaces y números de página indican cómo y cuándo la Academia Making Waves involucró a sus socios educativos en el uso de los fondos recibidos para ayudar a la recuperación después de la pandemia de COVID-19.

Plan de Gastos de ESSER III, páginas 3 y 4

(<https://resources.finalsite.net/images/v1639162558/makingwaves/xrk43643e5bmufsu9rsj/ESSERIIIExpenditurePlan2021.pdf>)

Plan de Asistencia y Continuidad del Aprendizaje de 2020-21, páginas 3 y 4

([https://www.makingwavesacademy.org/uploaded/MWA\\_Website\\_Updates/2020\\_Learning\\_Continuity\\_and\\_Attendance\\_Plan\\_Making\\_Waves\\_Academy-FINAL-9.29.2020.pdf](https://www.makingwavesacademy.org/uploaded/MWA_Website_Updates/2020_Learning_Continuity_and_Attendance_Plan_Making_Waves_Academy-FINAL-9.29.2020.pdf))

Plan de Contabilidad y Control Local de 2021-22, páginas 6 y 7

(<https://resources.finalsite.net/images/v1626113189/makingwaves/ysfdwed8tlvymxgr5ggm/2021-22LocalControlandAccountabilityPlan-English.pdf>)

Plan de la Subvención de Oportunidades de Aprendizaje Extendido, página 2 (<https://www.makingwavesacademy.org/governance/school-reports>)

Una descripción sobre como el LEA está implementando la Ley del Plan de Rescate Americano federal y el plan presupuestario federal de Compensación de Emergencia para Escuela Primaria y Secundaria y los éxitos y desafíos experimentados durante implementación.

Es una prioridad de la Academia Making Waves garantizar la salud y la seguridad de los estudiantes, educadores y otros miembros del personal, así como garantizar la continuidad de los servicios, según las exigencias de la Acción del Plan Estadounidense de Rescate (ARP, por sus siglas en inglés) de 2021.

A continuación, se enumeran los éxitos y desafíos que hemos experimentado en función de la implementación de nuestro Plan de Regreso Seguro a la Instrucción Presencial y de Continuidad de Servicios del Fondo de Ayuda de Emergencia para Escuelas Primarias y Secundarias III (ESSER III, por sus siglas en inglés).

Salud y seguridad de los estudiantes, educadores y otros miembros del personal

Logros: La Academia Making Waves continúa beneficiándose de la experiencia brindada por nuestros dos enfermeros en el establecimiento y el equipo de respuesta al COVID-19. La implementación de pruebas de vigilancia semanales de todos los estudiantes ha ayudado a mantener un entorno de aprendizaje seguro y saludable para los alumnos y para el personal. Además, el uso de las pautas del Departamento de Salud del Condado para poner en cuarentena a los estudiantes y al personal que dan positivo o muestran síntomas nos ha permitido evitar una gran cantidad de brotes. Por último, el uso de herramientas tecnológicas como CrisisGo respalda un sistema de control diario de síntomas para todos los miembros del personal y las familias junto con un registro de quién está en el plantel a diario.

**Desafíos:** La Academia Making Waves continúa asociándose con el Departamento de Salud del Condado de Contra Costa para revisar las prácticas y pautas en constante evolución. Garantizar que continuamos supervisando y actualizando los cambios en las pautas es a veces un desafío. Además, ayudar a educar y concienciar a la comunidad escolar sobre cualquier nuevo requisito fue un desafío, particularmente al comienzo del año escolar. Ayudar a la comunidad a aprender y adaptarse a estas nuevas pautas resultó ser difícil mientras trabajábamos para generar confianza en nuestros nuevos sistemas y planes para un regreso seguro al aprendizaje en el establecimiento. Por último, el grupo de personal en evolución que estaba enfermo o en cuarentena a veces dificultaba mantener el nivel de continuidad necesario para entornos de aprendizaje óptimos en el salón de clase y la seguridad en todo el plantel.

#### Continuidad de servicios

**Logros:** La Academia Making Waves continúa ofreciendo a los estudiantes una amplia gama de cursos, intervenciones y programas extracurriculares durante la continua y persistente escasez de maestros. Los administradores del establecimiento escolar iniciaron el año en el salón de clase, como maestros, para garantizar que el regreso de los estudiantes al plantel maximizara su bienestar académico y socioemocional. La implementación de un nuevo programa de asesoramiento socioemocional para estudiantes y una serie de formación profesional sobre mindfulness (conciencia plena) para el personal continúan respaldando nuestro enfoque holístico para el aprendizaje en el establecimiento.

**Desafíos:** La Academia Making Waves no es inmune al impacto de la escasez nacional de maestros. Como tal, comenzamos el año con doce puestos vacantes en los salones de clase, que fueron cubiertos por administradores acreditados y suplentes. El impacto de estas vacantes junto con las cuarentenas por el COVID-19 de los estudiantes y el personal llevó a un cierre de la escuela de tres días ya que no teníamos el personal necesario para operar de manera segura en el establecimiento. El calendario académico original de Making Waves excedía los 175 días obligatorios para las escuelas semiautónomas, por lo que no descendimos por debajo del número requerido de días de instrucción en ese cierre de otoño. Además, el comienzo del 2.º semestre se ha visto muy afectado por la necesidad de que muchos miembros del personal y los estudiantes se pongan en cuarentena debido al aumento en los índices de COVID-19 relacionados con la variante Ómicron. Como tal, nuestra apertura de enero se retrasó y estamos trabajando con el estado y el condado en torno a los próximos pasos.

#### Implementación del Plan de Gastos de ESSER III

**Logros:** Los programas y recursos priorizados por los socios comunitarios continúan demostrando ser invaluable a medida que continuamos apoyando las necesidades de salud, académicas y socioemocionales de los estudiantes. Los datos de las encuestas a los estudiantes, así como las actualizaciones de nuestro consejo del Cuerpo Estudiantil Asociado (ASB, por sus siglas en inglés), ilustran la importancia crítica que los estudiantes creen que tienen las pruebas de vigilancia semanales para su sensación de seguridad mientras están en el plantel.

**Desafíos:** La Academia Making Waves ha visto un aumento notable en las infracciones de comportamiento y en las necesidades de apoyo holístico de alto nivel al regresar al aprendizaje en el establecimiento. A medida que continuamos expandiendo nuestro equipo de servicios holísticos, priorizaremos oportunidades adicionales de formación profesional para maestros y talleres para padres a fin de satisfacer de manera colaborativa las necesidades socioemocionales de los estudiantes.

Una descripción sobre cómo el LEA está usando recursos fiscales recibidos para el ciclo escolar 2021-22 de manera que es consistente con los planes aplicables y cumple con el LCAP y la Actualización Anual de 2021-22 del LEA.

La Academia Making Waves considera que el Plan de Contabilidad y Control Local (LCAP, por sus siglas en inglés) es el documento de planificación integral que captura las prioridades, metas y acciones para mejorar los resultados de los estudiantes. Como tal, todos los fondos adicionales recibidos se ven a través de la lente del LCAP para determinar dónde se encuentran las necesidades de los estudiantes y qué servicios se necesitan para abordar esas necesidades. A continuación, se mencionan algunos ejemplos de cómo se alinean estos fondos adicionales:

Plan de Regreso Seguro a la Instrucción Presencial y de Continuidad de Servicios La Academia Making Waves utilizó sus recursos fiscales para implementar los requisitos del Plan de Regreso Seguro a la Instrucción Presencial y de Continuidad de Servicios al continuar optimizando la seguridad, la rigurosidad académica y el bienestar socioemocional. Al regresar al plantel, la comunidad priorizó las rutinas, expectativas y los procedimientos (REP, por sus siglas en inglés) de salud y seguridad para los estudiantes y para el personal a fin de mitigar la transmisión del COVID-19. La incorporación del director de Servicios de Apoyo Académico conduce a nuestro equipo de instrucción académica a evaluar y modificar las intervenciones específicas que se ofrecen a todos los estudiantes durante la jornada básica y la programación suplementaria. La expansión de nuestro equipo de servicios de apoyo holístico y la programación de asesoramiento orientada a los estudiantes han ayudado a los estudiantes y al personal a hacer la transición de regreso al plantel en medio del estrés continuo asociado con la pandemia de COVID-19. La implementación de estos fondos adicionales recibidos en el año escolar 2021-2022 está específicamente alineada y se basa en la Meta 1 de LCAP, que se enfoca en mantener y mejorar las condiciones básicas de aprendizaje (Prioridad 1 de la Fórmula de Financiamiento y Control Local [LCFF, por sus siglas en inglés]).

Plan de Gastos de ESSER III: La Academia Making Waves utilizó sus recursos fiscales para implementar los requisitos del Plan de Gastos del Fondo de Ayuda de Emergencia para Escuelas Primarias y Secundarias III (ESSER III, por sus siglas en inglés) mediante la creación de un equipo de respuesta al COVID-19, dirigido por nuestro enfermero escolar, que supervisa las pruebas de vigilancia semanales de todos los estudiantes, facilita el rastreo de contactos cuando es necesario y administra los protocolos de sanidad para nuestro plantel. Esta implementación de estos fondos adicionales está alineada y se basa en la Meta 1 del LCAP, que se enfoca en mantener y mejorar las condiciones básicas del aprendizaje (Prioridad 1 de la LCFF). Estamos revisando de manera activa el desempeño académico de los estudiantes para implementar los Servicios de Intervención Académica apropiados, incluida la Academia de Aceleración, durante la Semana del Presidente y el receso de primavera. Esto está alineado y se basa en las Metas 4, 7 y 8 del LCAP, que se enfocan en aumentar el rendimiento estudiantil, asegurando un curso de estudio amplio y resultados estudiantiles relacionados. Se han priorizado fondos adicionales para la adopción de un currículo sobre aprendizaje socioemocional (SEL, por sus siglas en inglés) para la instrucción de asesoramiento, así como sesiones mensuales de capacitación sobre mindfulness (conciencia plena) para maestros y miembros del personal. Esto está alineado con las Metas 5 y 6 del LCAP, que se enfocan en aumentar la participación estudiantil y mejorar el ambiente escolar, incluso a través de iniciativas de SEL como la instrucción de asesoramiento.



## Instrucciones para el Suplemento a la Actualización Anual del Plan de Contabilidad y Control Local del 2021-22

*Para preguntas adicionales o ayuda técnica relacionada al cumplimiento del Suplemento a la Actualización Anual del Plan de Contabilidad y Control Local (LCAP, por sus siglas en inglés) de 2021-22, favor de comunicarse con la oficina de educación del condado (COE, por sus siglas en inglés) local o la Sistemas de Agencia Local del Departamento de Educación de California (CDE, por sus siglas en inglés) por teléfono al 916-319-0809 o por correo electrónico en [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

### Introducción

La Ley Presupuestaria de California para 2021-22, la Ley del Plan de Rescate Americano federal para 2021 y otras leyes de compensación estatal y federal han proporcionado la agencias educativas locales (LEA, por sus siglas en inglés) con un aumento significativo de financiamiento para apoyar los alumnos, maestros, personal y sus comunidades en recuperarse de la pandemia COVID-19 y para abordar los impactos de aprendizaje a distancia sobre los alumnos. La Sección 124(e) del Proyecto de Ley de la Asamblea 130 requiere que los LEA presenten una actualización sobre la Actualización Anual al LCAP de 2021-22 y Panorama Presupuestario para los Padres antes del 28 de febrero de 2022, en una reunión sistemáticamente programada del consejo u cuerpo del LEA. En esta reunión, el LEA debe incluir todo lo siguiente:

- El Suplemento a la Actualización Anual para el LCAP de 2021-22 (Suplemento de 2021-22);
- Todos los datos disponibles sobre el resultado a mitad del año relacionado a las medidas identificadas en el LCAP de 2021-21; y
- Datos sobre gastos e implementación de mitad del año sobre todas las acciones identificadas en el LCAP de 2021-22.

Al reportar datos de mitad del año sobre resultados, gastos e implementación, los LEA tienen flexibilidad para proporcionar esta información de acuerdo con lo más útil para el contexto local, dado que sea sucinto y cuente con un nivel de detalle que es significativo y accesible para los socios educativos del LEA.

El Suplemento de 2021-22 es considerado parte del LCAP de 2022-23 para propósitos de adopción, repaso y aprobación y debe incluirse con el LCAP de acuerdo con lo siguiente:

- El Panorama Presupuestario para los Padres de 2022–23
- El Suplemento de 2021–22
- El LCAP de 2022–23
- Las Tablas de Acciones para el LCAP de 2022-23
- Las Instrucciones para la Plantilla LCAP

Como tal, el Suplemento de 2021-22 será entregado para repaso y aprobación como parte del LCAP de 2022-23 del LEA.

### Instrucciones



Responde a las siguientes instrucciones, según se requiera. En responder a estas instrucciones, los LEA deben, al mayor nivel práctico, proporcionar respuestas sucintas que cuentan con un nivel de detalle que será significativo y accesible para los socios educativos del LEA y el público general y debe, al mayor nivel práctico, usar lenguaje que es comprensible y accesible a los padres.

En responder a estas instrucciones, el LEA tiene flexibilidad para hacer referencia a información proporcionada en otros documentos de planificación. Un LEA que elige hacer referencia a la información proporcionada en otros documentos de planificación deben identificar los planes siendo referenciados, donde se pueden encontrar los planes (tal como un enlace a una página web) y donde en el plan la información referenciada se puede encontrar.

**Tema 1:** *“Una descripción sobre cómo y cuándo el LEA incluyó, o planea incluir, sus socios educativos sobre el uso de fondos proporcionados mediante la Ley Presupuestaria de 2021 que no fueron incluidos en el Plan de Contabilidad y Control Local (LCAP, por sus siglas en inglés) de 2020-21.”*

En general, los LEA tienen flexibilidad sobre decidiendo cuales fondos son incluidos en el LCAP y a cuál nivel estos fondos son incluidos. Si el LEA recibió financiamiento mediante la Ley Presupuestaria de 2021 que fuera típicamente haber incluido dentro de su LCAP, identifica los fondos proporcionados en la Ley Presupuestaria de 2021 que no fueron incluidos en el LCAP y proporciona una descripción sobre como el LEA ha incluido sus socios educativos sobre el uso de fondos. Si un LEA incluyó los fondos aplicables en su LCAP de 2021-22 adoptado, proporciona esta explicación.

**Tema 2:** *“Una descripción sobre como el LEA usó, o planea usar, el financiamiento adicional adjunto de la subvención de concentración que recibió para aumentar la cantidad de personal que proporciona servicios directos a los alumnos en planteles escolares con una inscripción de alumnos que son de escasos recursos, estudiantes del inglés y/o jóvenes de crianza temporal que es superior al 55 por ciento.”*

Si el LEA no recibe una subvención de concentración o el adjunto de la subvención de concentración, proporciona esta explicación.

Describe como el LEA está usando, o planea usar, los fondos adjuntos de subvención de concentración recibidos consistente con la Sección 42238.02 del Código Educativo de California, según enmendado, para aumentar la cantidad de personal certificado, clasificado, o ambos, incluyendo personal de mantenimiento, que proporciona servicios directos a los alumnos en planteles escolares superiores al 55 por ciento de inscripción estudiantil sin duplicación, comparado a escuela con una inscripción estudiantil sin duplicación que es igual a o inferior al 55 por ciento.

En caso de que el adjunto adicional de la subvención de concentración no es suficiente para aumentar la cantidad de personal proporcionando servicios directos a los alumnos en una escuela con una inscripción estudiantil sin duplicación que es superior al 55 por ciento, describe como el LEA está usando los fondos para retener el personal proporcionando servicios directos a los alumnos en una escuela con una inscripción estudiantil sin duplicación que es superior al 55 por ciento.

**Tema 3:** *“Una descripción sobre cómo y cuándo el LEA incluyó sus socios educativos relacionado al uso de fondos federales singulares recibidos que son diseñados para apoyar recuperación de la pandemia COVID-19 y los impactos de educación a distancia en los alumnos.”*

Si el LEA no recibió financiamiento federal singular para apoyar la recuperación de la pandemia COVID-19 y los impactos de educación a distancia en los alumnos, proporciona esta explicación.

Describe cómo y cuándo el LEA incluyó sus socios educativos sobre el uso de fondos federales singulares que recibió que están diseñados para apoyar la recuperación de la pandemia COVID-19 y los impactos de educación a distancia en los alumnos. Consulta la página web Hoja de Resumen del Financiamiento de Recuperación para COVID-19 (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) para una lista de financiamiento de recuperación de COVID-19 y la página web de Financiamiento de Estímulo Federal (<https://www.cde.ca.gov/fg/cr/>) para información adicional sobre estos fondos. El LEA no es requerido describir inclusión que se ha llevado a cabo relacionado a fondos estatales.

**Tema 4:** “Una descripción sobre como el LEA está implementando la Ley del Plan de Rescate Americano federal y el plan presupuestario federal de Compensación de Emergencia para Escuela Primaria y Secundaria y los éxito y desafíos experimentados durante implementación.”

Si un LEA no recibe financiamiento ESSER III, proporciona esta explicación.

Describe la implementación del LEA de sus esfuerzos por mantener la salud y seguridad de los alumnos, educadore y otro personal y asegurar la continuidad de servicios, según requerido por la Ley del Plan de Rescate Americano federal de 2021 y su implementación del plan presupuestario de Compensación de Emergencia para Escuela Primaria y Secundaria (ESSER, por sus siglas en inglés) federal hasta la fecha, incluyendo éxitos y desafíos.

**Tema 5:** “Una descripción sobre cómo el LEA está usando recursos fiscales recibidos para el ciclo escolar 2021-22 de manera que es consistente con los planes aplicables y cumple con el LCAP y la Actualización Anual de 2021-22 del LEA.”

Resume como el LEA está usando sus recursos fiscales recibidos para el ciclo escolar 2021-22 para implementar los requisitos de aplicables planes de manera que cumple con el LCAP de 2021-22 del LEA. Para propósitos de responder a este tema, “planes aplicables” incluyen el Plan de Regreso Seguro a Instrucción en Persona y Continuidad de Servicios y el Plan Presupuestario ESSER III.

Departamento de Educación de California  
noviembre de 2021

# Coversheet

## Board Minutes: December 9, 2021 Board Meeting

**Section:** IV. Action Items  
**Item:** A. Board Minutes: December 9, 2021 Board Meeting  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for December Board Meeting on December 9, 2021

APPROVED



## Making Waves Academy

### Minutes

#### December Board Meeting

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#### Date and Time

Thu Dec 9, 2021 at 10:30 AM

#### Location

Please click the link below to join the webinar:

<https://mwacademy.zoom.us/j/82833387811?pwd=OGVld2ZrYWxzRkkzS0tIZ2xFcmJlQT09>

Passcode: 550912

Or One tap mobile :

US: +16699006833,,82833387811#,,,,\*550912# or +13462487799,,82833387811#,,,,\*550912#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 669 900 6833 or +1 346 248 7799 or +1 253 215 8782 or +1 929 436 2866 or +1 301 715 8592 or +1 312 626 6799

Webinar ID: 828 3338 7811

Passcode: 550912

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#### COMING SOON (Update: translation delayed, will post as soon as it is available)

- [CLICK HERE to access agenda and cover sheets in Spanish](#)
- [HAGA CLIC AQUÍ para acceder a la agenda y portadas en español](#)
- [CLICK HERE to access the school board report in Spanish](#)
- [HAGA CLIC AQUÍ para acceder el reporte escolar](#)

If you have questions about the board agenda and materials or you are in need of disability-related accommodations, please contact:

*Si tiene preguntas sobre la agenda y materiales de la junta o necesita adaptaciones relacionadas con la discapacidad, comuníquese con:*

**Ashley Yarbrough at [ayarbrough@mwacademy.org](mailto:ayarbrough@mwacademy.org) or 510-779-1427.**

In accordance with AB 361 in the State of California, we will be hosting this board meeting via teleconference due to the following circumstances:

- The MWA Board of Directors is holding a meeting during a proclaimed state of emergency by the State of California due to the COVID-19 pandemic.

### Public Comment

- The public may address the MWA Board regarding any item within the subject-matter jurisdiction of the MWA governing board.
- Under Public Comment, members of the public may
  - Comment on items on the agenda
  - Comment on items not on the agenda
  - **Presentations are limited to two minutes each**, or a total of twenty minutes for all speakers, or the two-minute limit may be shortened.
- In accordance to the Brown Act, the MWA Board may listen to comments, but can neither discuss nor take action on the topics presented. Members of the board are very limited in their response to statements or questions by persons commenting on items not on the agenda.
- **While meetings are held virtually, speakers may submit a request to speak before 9:00 AM on the day of the board meeting or use the raise hand function during the public comment sections of the meeting.**
  - **If you would like to send your request to speak prior to the meeting, please email your request to [ayarbrough@mwacademy.org](mailto:ayarbrough@mwacademy.org) in English or Spanish.**
  - **Your submission should:**
    - *indicate if it is a general public comment for the beginning of the meeting or a comment for a specific agenda item (please include the item number).*
    - *include your name so that you can be called when it is your turn to speak.*
  - *During the meeting, we will call your name and you should use the "raise hand" feature to identify yourself.*
- Under SB1036 the minutes from this meeting will omit student and parent names and other directory information, except as required by judicial order or federal law. If a parent/ legal guardian wishes a name be included, one must inform the board prior to their public comment.

De acuerdo con AB 361 en el Estado de California, organizaremos esta reunión de la junta directiva a través de teleconferencia debido a la siguiente circunstancia:

- La Junta Directiva de MWA sea reuniera durante un estado de emergencia proclamado por el Estado de California debido a la pandemia de COVID-19.

### Comentarios públicos

- *El público puede dirigirse a la Junta Directiva de la MWA con respecto a cualquier asunto dentro de la jurisdicción del tema materia por la Junta Directiva de la MWA.*
- *Bajo comentario público, los miembros del público pueden:*
  - *Hacer comentarios sobre los puntos del orden del día*
  - *Hacer comentarios sobre puntos no incluidos en el orden del día*
  - **Las presentaciones están limitadas a dos minutos cada una**, o un total de veinte minutos para todos los oradores, o se puede acortar el límite de dos minutos.
- *De acuerdo con la Ley Brown, la Junta Directiva de la MWA puede escuchar los comentarios, pero no discutirán ni tomarán medidas sobre los temas presentados. La respuesta de los miembros de la Junta Directiva a las declaraciones o preguntas de las personas que comentan temas que no figuran en el orden del día es muy limitada.*
- **Mientras las reuniones se llevan a cabo virtualmente, los miembros del público que desean hablar durante la junta pueden presentar una solicitud para hablar antes de**

**las 9:00 a.m. del día de la reunión de la junta o usar la función de levantar la mano durante las secciones de comentarios públicos de la reunión.**

- **Si desea enviar su solicitud de uso de la palabra antes de la reunión, envíe su solicitud por correo electrónico a [ayarbrough@mwacademy.org](mailto:ayarbrough@mwacademy.org) en inglés o español.**
- **En su solicitud:**
  - **Incluya su nombre para que pueda ser llamado cuando sea su turno de hablar.**
  - **indicar si es un comentario público general para el comienzo de la reunión o si es comentario público sobre un artículo específico del programa (incluya el número del artículo).**
  - **Durante la reunión, le llamaremos por su nombre y deberá utilizar la función de "levantar la mano" para identificarse.**
- **En virtud de la SB1036, las actas de esta reunión omitirán los nombres de los estudiantes y padres y otra información del directorio, excepto cuando lo requiera la orden judicial o por la ley federal. Si un padre/tutor legal desea que se incluya un nombre, se debe informar a la junta antes de su comentario público.**

If you have questions about the board agenda and materials or you are in need of disability-related accommodations, please contact:

*Si tiene preguntas sobre la agenda y materiales de la junta o necesita adaptaciones relacionadas con la discapacidad, comuníquese con:*

Ashley Yarbrough at [ayarbrough@mwacademy.org](mailto:ayarbrough@mwacademy.org) or 510-779-1427.

**Please note that all agenda times are estimates.**

**Tenga en cuenta que todos los horarios de la agenda son estimaciones.**

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### **Directors Present**

Alicia Klein (remote), Esther Hugo (remote), Janis Glover (remote), Jessica Laughlin (remote), Layla Naranjo (remote), Margaret Watson (remote)

### **Directors Absent**

Ana Barron

### **Directors who arrived after the meeting opened**

Janis Glover

### **Directors who left before the meeting adjourned**

Esther Hugo, Margaret Watson

### **Guests Present**

Alton B. Nelson Jr. (remote), Ashley Yarbrough (remote), Elizabeth Martinez (remote), Evangelia Ward-Jackson (remote)

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## **I. Opening Items**

### **A. Call the Meeting to Order**

Alicia Klein called a meeting of the board of directors of Making Waves Academy to order on Thursday Dec 9, 2021 at 10:35 AM.

### **B.**

**Accept the Resignations of Burak Gursel & Carlos-Manuel Chavarria**

MWA Board accepts the resignations of Burak Gursel & Carlos-Manuel Chavarria.

**C. Record Attendance**

**D. Board Findings Pursuant to Government Code Section 54953(e)**

Jessica Laughlin made a motion to approve the Board Findings Pursuant to Government Code Section 54953(e).

Esther Hugo seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

Janis Glover	Absent
Alicia Klein	Aye
Esther Hugo	Aye
Margaret Watson	Aye
Ana Barron	Absent
Jessica Laughlin	Aye
Layla Naranjo	Aye

**E. Closed Session**

Janis Glover arrived.

Board adjourned from closed session, no action was taken.

**F. Compliance to Excellence: Remarks by Board President**

Board President shared the following:

- Staff Listening Session/Continuous Improvement and Growth Mindset
  - Board members held 7 hours of listening sessions with MWA staff, board reviewed a summary of the listening sessions including: bright spots, pain point themes, sample solutions, and follow up steps.
- Plan for Mediated Discussion with Small Group of Parents
  - Contracting with external organization to create spaces for mediated discussions to continue building culture amongst parents.
- Board Book: Most Likely to Succeed, Preparing Our Kids for the Innovation Era

**G. Public Comment**

- Parent, Abadesa Rolon provided a public comment regarding parent involvement and the English Learner Advisory Committee (ELAC).

**II. Standing Reports**

**A. ASB Update**

Board asked questions about the written ASB update including their success, challenges, and priorities.

**B. NCS Championship: Acknowledgement of Soccer Team**

Board members acknowledged the Making Waves Academy Boys Varsity Soccer Team on their NCS Championship - a first for MWA.

**C.**

### **Mission Connection: ELAC Parents and Students**

Board viewed a reflection video from ELAC parents and students.

### **D. Deep Dive: English Learners**

Aurelio Garcia, Director of Academic Support Services, provided an overview and facilitated a discussion about MWA's English Learners.

### **E. Senior School Director Written Report**

Board asked questions regarding the Senior School Director report which included:

- The Black and African American Student Achievement Initiative "B/AASAI" (Ka'Dijah Brown, B/AASAI Coordinator)
- Special Education (Karen Snider, Director of Special Education)

### **F. CEO Report**

Board made comments and asked questions about the CEO report which covered:

- Fall 2021 Updates
- MWA Board Engagement with Staff
- Strategic Plan Updates
- Areas of Focus
- Progress to Goals for 2021-2022

### **G. Q&A on Written Chief Operating Officer Report (COO)**

Board asked questions about the COO report, which included:

- Key happenings since October meeting
- Focus areas for December-January
- Quarter 3 priorities
- MWA COVID Data

### **H. Q&A on Written Finance Report (CFO)**

There were no questions about the written finance report.

### **I. School Site Council (SSC) Update**

- Parent nominations have taken place and elections are taking place on December 11, 2021 during Parent Meeting
- New parent, student, and staff representatives will join the School Site Council

### **J. Break**

Board adjourned for a 10 minute break.

## **III. Non-Action Items**

### **A. Public Comment - Non-Action Items & Action Items**



- Parent made a public comment regarding the ELD reclassification process.
- Parent made a public comment regarding Teach for America.

## **B. Committee and Advisory Committee Updates**

Esther Hugo, Board Member, provided a summary of the Fall Curriculum Review Committee including:

- Leadership Priorities
- Staffing Issues
- COVID-impacts on Curriculum and Campus Return
- College and Career Update
  - Robot – Use of AI to respond to College & Career Issues - demo by Jon Siapno, Director of College and Career Counseling

## **C. ESSER III Plan - Amendment**

Board reviewed the amended ESSER III Expenditure Plan which summarizes how MWA will utilize funds received to:

- support the safe return to in-person instruction
- holistic needs of students, and
- to address the opportunity gap exacerbated by the COVID-19 pandemic.

## **D. Educator Effectiveness Grant - Public Hearing/Public Comment**

Board reviewed and held a public hearing for the Educator Effectiveness Grant which summarizes how MWA will utilize funds received to:

- Support teacher induction,
- Increase teacher and leader professional development, and
- Provide coaching and mentoring to support teacher retention

## **IV. Action Items**

### **A. Board Minutes: October 14, 2021 Board Meeting**

Janis Glover made a motion to approve the minutes from October Board Meeting on 10-14-21.

Layla Naranjo seconded the motion.

The board **VOTED** to approve the motion.

#### **Roll Call**

Ana Barron	Absent
Alicia Klein	Aye
Janis Glover	Aye
Jessica Laughlin	Aye
Esther Hugo	Absent
Layla Naranjo	Aye
Margaret Watson	Aye

Esther Hugo left.

### **B. Accept Finance Advisory Committee Minutes**

Margaret Watson made a motion to accept the minutes from Finance Advisory Committee on 11-18-21.

Janis Glover seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

Jessica Laughlin	Aye
Ana Barron	Absent
Esther Hugo	Absent
Margaret Watson	Aye
Alicia Klein	Aye
Layla Naranjo	Aye
Janis Glover	Aye

**C. Accept Audit Advisory Committee Minutes**

Janis Glover made a motion to accept the minutes from Audit Committee Meeting on 11-16-21.

Layla Naranjo seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

Ana Barron	Absent
Alicia Klein	Aye
Margaret Watson	Aye
Esther Hugo	Absent
Layla Naranjo	Aye
Janis Glover	Aye
Jessica Laughlin	Aye

**D. Community Advisory Council (CAC) MWA Parent Representative Board Approval**

Margaret Watson made a motion to approve the appointment of a MWA Parent Representative to CAC by Karen Snider, Director of SPED.

Janis Glover seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

Alicia Klein	Aye
Layla Naranjo	Aye
Esther Hugo	Absent
Jessica Laughlin	Aye
Ana Barron	Absent
Margaret Watson	Aye
Janis Glover	Aye

**E. First Interim Budget (2021-2022)**

Janis Glover made a motion to approve the First Interim Budget (2021-2022).

Margaret Watson seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

Layla Naranjo	Aye
Esther Hugo	Absent
Alicia Klein	Aye
Margaret Watson	Aye
Jessica Laughlin	Aye
Janis Glover	Aye

**Roll Call**

Ana Barron        Absent

**F. 2020-21 Audit Report**

Margaret Watson made a motion to approve the 2020-21 Audit Report.

Layla Naranjo seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

Alicia Klein        Aye

Margaret Watson Aye

Layla Naranjo     Aye

Ana Barron        Absent

Janis Glover       Aye

Esther Hugo       Absent

Jessica Laughlin Aye

**G. Vendor Invoices**

Janis Glover made a motion to approve Vendor Invoices totaling \$1,689,848.60.

Margaret Watson seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

Esther Hugo       Absent

Janis Glover       Aye

Margaret Watson Aye

Alicia Klein       Aye

Jessica Laughlin Aye

Layla Naranjo     Aye

Ana Barron        Absent

**H. Teach for America Memorandum of Understanding (MOU)**

Janis Glover made a motion to approve the Teach for America Memorandum of Understanding (MOU).

Layla Naranjo seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

Jessica Laughlin Aye

Alicia Klein       Aye

Ana Barron        Absent

Esther Hugo       Absent

Layla Naranjo     Aye

Janis Glover       Aye

Margaret Watson Aye

**V. Discussion Items**

**A. Appreciations by the Board of Directors**

Board shared appreciations for MWA staff and leadership.

**B. Schedule of Remaining Board of Directors Meetings 2021-2022**

Schedule of Remaining Board of Directors Meetings 2021-2022

- January 27th, 2022, 10:30am-2:00pm
- March 10th, 2022, 10:30am-2:00pm
- May 5th, 2022, 4:00pm-7:30pm
- June 16th, 2022, 10:30am-2:00pm

Margaret Watson left at 2:00 PM.

## **VI. Closing Items**

### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 2:03 PM.

Respectfully Submitted,  
Elizabeth Martinez

# Coversheet

## Approve Minutes: Special Board Meeting, December 14, 2021

**Section:** IV. Action Items  
**Item:** B. Approve Minutes: Special Board Meeting, December 14, 2021  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Special Board Meeting on December 14, 2021

APPROVED



## Making Waves Academy

### Minutes

#### Special Board Meeting

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#### Date and Time

Tue Dec 14, 2021 at 5:00 PM

#### Location

Please click the link below to join the webinar:

<https://mwacademy.zoom.us/j/81330111825?pwd=eTY1MlhWUjNnc2ZUR3pjV1NDSzFSUT09>

Passcode: 423931

Or One tap mobile :

US: +16699006833,,81330111825#,,,,\*423931# or +13462487799,,81330111825#,,,,\*423931#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 669 900 6833 or +1 346 248 7799 or +1 253 215 8782 or +1 301 715 8592 or +1 312 626 6799 or +1 929 436 2866

Webinar ID: 813 3011 1825

Passcode: 423931

International numbers available: <https://mwacademy.zoom.us/j/81330111825?pwd=eTY1MlhWUjNnc2ZUR3pjV1NDSzFSUT09>

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If you have questions about the board agenda and materials or you are in need of disability-related accommodations, please contact:

*Si tiene preguntas sobre la agenda y materiales de la junta o necesita adaptaciones relacionadas con la discapacidad, comuníquese con:*

**Ashley Yarbrough at [ayarbrough@mwacademy.org](mailto:ayarbrough@mwacademy.org) or 510-779-1427.**

In accordance with AB 361 in the State of California, we will be hosting this board meeting via teleconference due to the following circumstances:

- The MWA Board of Directors is holding a meeting during a proclaimed state of emergency by the State of California due to the COVID-19 pandemic **as per their approved findings on December 9, 2021.**

#### Public Comment

- **For special board meetings, the public may address the Board only concerning the items on the agenda.**
  - Under Public Comment, members of the public may
-

- **May address the Board only concerning the items on the agenda**
- **Presentations are limited to two minutes each**, or a total of ten minutes for all speakers, or the two-minute limit may be shortened.
- In accordance to the Brown Act, the MWA Board may listen to comments, but can neither discuss nor take action on the topics presented. Members of the board are very limited in their response to statements or questions by persons commenting on items not on the agenda.
- **While meetings are held virtually, speakers may submit a request to speak before 9:00 AM on the day of the board meeting or use the raise hand function during the public comment sections of the meeting.**
  - **If you would like to send your request to speak prior to the meeting, please email your request to [ayarbrough@mwacademy.org](mailto:ayarbrough@mwacademy.org) in English or Spanish.**
  - **During the meeting, we will call your name and you should use the "raise hand" feature to identify yourself.**
- Under SB1036 the minutes from this meeting will omit student and parent names and other directory information, except as required by judicial order or federal law. If a parent/ legal guardian wishes a name be included, one must inform the board prior to their public comment.

De acuerdo con AB 361 en el Estado de California, organizaremos esta reunión de la junta directiva a través de teleconferencia debido a la siguiente circunstancia:

- La Junta Directiva de MWA sea reunera durante un estado de emergencia proclamado por el Estado de California debido a la pandemia de COVID-19 según sus hallazgos aprobados el 9 de diciembre de 2021..

### **Comentarios públicos**

- **Para las reuniones especiales de la mesa directiva, el público puede dirigirse a la mesa directiva solo en relación con los puntos de la agenda.**
- **Bajo comentario público, los miembros del público pueden:**
  - **Dirigirse a la mesa directiva solo en relación con los puntos de la agenda.**
  - **Las presentaciones están limitadas a dos minutos cada una, o un total de diez minutos para todos los oradores, o se puede acortar el límite de dos minutos.**
- *De acuerdo con la Ley Brown, la Junta Directiva de la MWA puede escuchar los comentarios, pero no discutirán ni tomarán medidas sobre los temas presentados. La respuesta de los miembros de la Junta Directiva a las declaraciones o preguntas de las personas que comentan temas que no figuran en el orden del día es muy limitada.*
- **Mientras las reuniones se llevan a cabo virtualmente, los miembros del público que desean hablar durante la junta pueden presentar una solicitud para hablar antes de las 9:00 a.m. del día de la reunión de la junta o usar la función de levantar la mano durante las secciones de comentarios públicos de la reunión.**
  - **Si desea enviar su solicitud de uso de la palabra antes de la reunión, envíe su solicitud por correo electrónico a [ayarbrough@mwacademy.org](mailto:ayarbrough@mwacademy.org) en inglés o español.**
- *En virtud de la SB1036, las actas de esta reunión omitirán los nombres de los estudiantes y padres y otra información del directorio, excepto cuando lo requiera la orden judicial o por la ley federal. Si un padre/tutor legal desea que se incluya un nombre, se debe informar a la junta antes de su comentario público.*

If you have questions about the board agenda and materials or you are in need of disability-related accommodations, please contact:

*Si tiene preguntas sobre la agenda y materiales de la junta o necesita adaptaciones relacionadas con la discapacidad, comuníquese con:*

Ashley Yarbrough at [ayarbrough@mwacademy.org](mailto:ayarbrough@mwacademy.org) or 510-779-1427.

**Please note that all agenda times are estimates.**

**Tenga en cuenta que todos los horarios de la agenda son estimaciones.**

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### **Directors Present**

Alicia Klein (remote), Janis Glover (remote), Jessica Laughlin (remote), Layla Naranjo (remote), Margaret Watson (remote)

### **Directors Absent**

Ana Barron, Esther Hugo

### **Guests Present**

Alton B. Nelson Jr. (remote), Ashley Yarbrough (remote), Elizabeth Martinez (remote), Evangelia Ward-Jackson (remote), Hung Mai (remote), Micah Stilwell (remote), Wallace Wei (remote)

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## **I. Opening Items**

### **A. Call the Meeting to Order**

Alicia Klein called a meeting of the board of directors of Making Waves Academy to order on Tuesday Dec 14, 2021 at 5:02 PM.

### **B. Record Attendance**

### **C. Public Comment**

No public comment was made.

## **II. Action Items**

### **A. Educator Effectiveness Grant**

Janis Glover made a motion to approve the Educator Effectiveness Grant.

Jessica Laughlin seconded the motion.

The board **VOTED** to approve the motion.

#### **Roll Call**

Margaret Watson	Aye
Layla Naranjo	Aye
Ana Barron	Absent
Jessica Laughlin	Aye
Alicia Klein	Aye
Esther Hugo	Absent
Janis Glover	Aye

### **B. MS Copiers Lease with Global Office, Inc.**

Janis Glover made a motion to approve the middle school copiers lease with Global Office.

Margaret Watson seconded the motion.

The board **VOTED** to approve the motion.

#### **Roll Call**

Jessica Laughlin	Aye
------------------	-----



**Roll Call**

Margaret Watson	Aye
Ana Barron	Absent
Janis Glover	Aye
Alicia Klein	Aye
Layla Naranjo	Aye
Esther Hugo	Absent

**III. Closing Items**

**A. Schedule of Remaining Board of Directors Meetings 2021-2022**

- January 27th, 2022, 10:30am-2:00pm
- March 10th, 2022, 10:30am-2:00pm
- May 5th, 2022, 4:00pm-7:30pm
- June 16th, 2022, 10:30am-2:00pm

**B. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:06 PM.

Respectfully Submitted,  
Elizabeth Martinez

# Coversheet

## Vendor Invoices

**Section:** IV. Action Items  
**Item:** C. Vendor Invoices  
**Purpose:** Vote  
**Submitted by:** Hung Mai  
**Related Material:** Bill Payment List - December 2021.pdf

**BACKGROUND:**

Vendor invoices for December 2021.

Fiscal Impact: \$765,758.15

**RECOMMENDATION:**

Review and approve the December vendor invoices.

	A	B	C	D	E
1	<b>Making Waves Academy</b>				
2	<b>Bill Payment List</b>				
3	<b>December 2021</b>				
4					
5	<b>Date</b>	<b>Num</b>	<b>Vendor</b>	<b>Amount</b>	<b>Descriptions</b>
6	12/6/2021	16266	1CARE Medical Diagnostics	\$ 860.00	Contract Services
7	12/6/2021	16267	Alba's Glass	\$ 1,485.00	Contract Services
8	12/6/2021		Argueta, Barry	\$ 3,000.00	Coach Payment
9	12/20/2021	16318	AT&T CALNET	\$ 559.35	Utility
10	12/6/2021	16268	Bay Area Charters	\$ 2,275.00	Transportation for Field Trip and Sport
11	12/13/2021	16301	Bay Area Conference	\$ 325.00	Conference Fees
12	12/8/2021	16300	California Charter Schools Association	\$ 10,810.00	Membership Dues
13	12/8/2021	Voided - 16210	California Charter Schools Association	\$ (10,810.00)	Membership Dues
14	12/6/2021	16269	California Choice Benefit Administrators	\$ 145,511.81	Health Insurance
15	12/2/2021	16265	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
16	12/6/2021	16270	California Janitorial Supply Corp.	\$ 1,500.17	Janitorial Supplies
17	12/20/2021	16319	California Janitorial Supply Corp.	\$ 1,468.09	Janitorial Supplies
18	12/6/2021		Canon Financial Services, Inc.	\$ 8,337.96	Copier Lease
19	12/6/2021	16271	Charter Safe	\$ 34,003.00	Liability and Worker Comp Insurance
20	12/29/2021		Chase	\$ 20,157.26	Credit Card Payment
21	12/2/2021	16264	CIF State Office	\$ 409.20	Contracted Services
22	12/2/2021	Voided - 16051	CIF State Office	\$ (409.20)	Contracted Services
23	12/6/2021	16272	CliftonLarsonAllen LLP	\$ 10,500.00	Legal Fees
24	12/6/2021	16273	College Board	\$ 800.00	AP Exam and Book Supplies
25	12/13/2021	16302	Colonial Life	\$ 364.20	Health Insurance
26	12/6/2021		Comcast	\$ 3,284.96	Internet Provider
27	12/13/2021	16303	Concur Technologies, Inc.	\$ 601.78	IT Contracted Services
28	12/13/2021	16304	Corodata	\$ 49.64	Storage Fee
29	12/13/2021	16305	Cross Country Education	\$ 696.30	SPED Service
30	12/20/2021	16320	Cruz-Reiber, Jeannette	\$ 3,000.00	Contract Services
31	12/20/2021	16321	Department of Justice	\$ 117.00	Staff Recruitment
32	12/6/2021	16274	Dialink Corporation	\$ 2,061.29	IT Contracted Services
33	12/6/2021	16275	DMV Renewal	\$ 85.00	Membership Dues

	A	B	C	D	E
1	<b>Making Waves Academy</b>				
2	<b>Bill Payment List</b>				
3	<b>December 2021</b>				
4					
5	<b>Date</b>	<b>Num</b>	<b>Vendor</b>	<b>Amount</b>	<b>Descriptions</b>
34	12/20/2021	16322	EdTec Inc	\$ 1,575.00	School Attendance Service
35	12/15/2021	16317	Fort Bragg Boys Basketball	\$ 200.00	Membership Dues
36	12/13/2021		Fruge Psychological Assoc Inc	\$ 45,105.00	Psychologist
37	12/6/2021	16276	G & C Refrigeration Inc	\$ 521.21	Repairs and Maintenance - Building
38	12/6/2021		Garcia, Mario	\$ 1,500.00	Coach Payment
39	12/6/2021	16277	Greenfield Learning Inc.	\$ 11,900.00	IT Contracted Services
40	12/6/2021	16278	Hanna Interpreting Services LLC	\$ 4,500.05	Contract Services
41	12/20/2021	16323	Ibarra, Lizbeth Dianna	\$ 35.86	Reimbursement
42	12/6/2021	16279	Jostens	\$ 23.33	Graduation Supplies
43	12/13/2021	16306	Kronos	\$ 4,377.80	Payroll system
44	12/13/2021	16307	Law Offices of Young, Minney & Corr, LLP	\$ 16,311.95	Legal Fees
45	12/6/2021	16280	LBM, Business Services Inc.	\$ 1,229.17	E-Rate
46	12/6/2021	16281	Linde Group	\$ 18,746.65	IT Support
47	12/6/2021	16282	Lozoff, Pamela	\$ 536.25	Contract Services
48	12/20/2021	16324	Lozoff, Pamela	\$ 622.50	Contract Services
49	12/6/2021	16283	Making Waves Foundation, Inc.	\$ 146,098.00	School Lease
50	12/20/2021	16325	Maxim Healthcare Services Holdings, Inc.	\$ 27,224.52	Contract Services
51	12/13/2021	16308	Nelson	\$ 310.16	Staff Recruitment
52	12/20/2021	16326	Nelson	\$ 387.70	Staff Recruitment
53	12/6/2021	16284	Nob Hill Catering Inc	\$ 25,455.21	Student Food
54	12/6/2021	16285	Office Depot	\$ 1,487.68	Office Supplies
55	12/13/2021	16309	Office Depot	\$ 732.61	Office Supplies
56	12/20/2021	16327	Orkin Pest Control	\$ 809.00	Building Repairs/Maintenance
57	12/20/2021		Pacheco's Cleaning Service	\$ 45,550.00	Janitorial Services
58	12/6/2021	16286	Parikh, Sarwang	\$ 536.25	Contract Services
59	12/20/2021	16328	Parikh, Sarwang	\$ 622.50	Contract Services
60	12/6/2021	16287	Pear Deck, Inc.	\$ 2,016.00	Contract Services
61	12/13/2021		Pear Deck, Inc.	\$ 2,016.00	Contract Services

	A	B	C	D	E
1	<b>Making Waves Academy</b>				
2	<b>Bill Payment List</b>				
3	<b>December 2021</b>				
4					
5	<b>Date</b>	<b>Num</b>	<b>Vendor</b>	<b>Amount</b>	<b>Descriptions</b>
62	12/13/2021	Voided - 16287	Pear Deck, Inc.	\$ (2,016.00)	Contract Services
63	12/13/2021		PG & E - 0911653377-0	\$ 1,601.60	Utility
64	12/13/2021		PG & E - 1229161920-8	\$ 5,783.43	Utility
65	12/13/2021		PG & E - 2538827590-8	\$ 9,637.60	Utility
66	12/13/2021		PG & E - 5344744823-3	\$ 1,445.67	Utility
67	12/13/2021		PG & E - 6293019192-9	\$ 10,306.68	Utility
68	12/13/2021	16310	PLIC - SBD GRAND ISLAND	\$ 21,490.41	Health Insurance
69	12/6/2021		Quadient Leasing USA, Inc	\$ 223.89	Copier Lease
70	12/6/2021		Quadient Leasing USA, Inc	\$ 973.27	Copier Lease
71	12/20/2021	16329	Quick SWPPP Corporation	\$ 600.00	Building Repairs/Maintenance
72	12/6/2021	16288	Ray Morgan Company	\$ 2,498.69	Copier Lease
73	12/1/2021		ReadyRefresh by Nestle	\$ (139.39)	Drinking Water Supplies
74	12/13/2021		ReadyRefresh by Nestle	\$ 220.91	Drinking Water Supplies
75	12/13/2021		ReadyRefresh by Nestle	\$ 101.30	Drinking Water Supplies
76	12/6/2021		Republic Services #851	\$ 4,637.28	Waste Management
77	12/6/2021		Rids Brother Company Inc	\$ 7,034.40	SPED Transportation Service
78	12/6/2021	16289	Robert Half Technology	\$ 2,925.00	IT Contracted Services
79	12/6/2021	16290	RTF Edu Enterprises, Inc.	\$ 33,348.50	Interventionist
80	12/13/2021	16311	Scout Education Inc	\$ 927.00	Substitutes Fee
81	12/20/2021	16330	Scout Education Inc	\$ 927.00	Substitutes Fee
82	12/13/2021	16312	Scout	\$ 9,177.00	IT Contract Services
83	12/13/2021	Voided - 16234	Scout	\$ (9,177.00)	IT Contract Services
84	12/20/2021	16331	Seneca Family of Agencies	\$ 3,780.00	SPED Service
85	12/6/2021	16291	Stericycle, Inc.	\$ 74.59	Contract Services
86	12/6/2021	16292	Swing Education, Inc	\$ 3,090.75	Substitutes Fee
87	12/13/2021	16313	Swing Education, Inc	\$ 1,192.00	Substitutes Fee
88	12/20/2021	16332	Swing Education, Inc	\$ 1,750.00	Substitutes Fee
89	12/20/2021	16333	Teach For America - Bay Area	\$ 25,000.00	Staff Recruitment Fee

	A	B	C	D	E
1	<b>Making Waves Academy</b>				
2	<b>Bill Payment List</b>				
3	<b>December 2021</b>				
4					
5	<b>Date</b>	<b>Num</b>	<b>Vendor</b>	<b>Amount</b>	<b>Descriptions</b>
90	12/13/2021	16314	Teachers on Reserve	\$ 2,875.22	Substitutes Fee
91	12/20/2021	16334	Teachers on Reserve	\$ 3,714.69	Substitutes Fee
92	12/6/2021		The Education Team	\$ 2,351.08	Substitutes Fee
93	12/6/2021		The Education Team	\$ 2,323.77	Substitutes Fee
94	12/20/2021		The Education Team	\$ 1,052.03	Substitutes Fee
95	12/6/2021	16294	The HR Manager LLC	\$ 1,381.25	Contracted Services
96	12/6/2021	16295	The Office City	\$ 599.54	Supplies
97	12/6/2021	16293	T-Mobile	\$ 5,920.00	Telephone
98	12/6/2021	16296	Troyer's Door Control, Inc.	\$ 1,179.69	Building Repairs/Maintenance
99	12/20/2021	16335	Trujillo, Jaquelin	\$ 54.98	Salutatorian Honor Award
100	12/13/2021		Verizon Wireless	\$ 3,556.16	Telephone
101	12/13/2021	16315	Vision Service Plan	\$ 1,761.95	Health Insurance
102			<b>December 2021</b>	<b>\$ 765,758.15</b>	
103					
104			<b>December 2020</b>	<b>\$ 719,414.95</b>	

## Coversheet

### Approval of Form J-13A - Request for Allowance of Attendance due to Emergency Conditions

**Section:** IV. Action Items  
**Item:** D. Approval of Form J-13A - Request for Allowance of Attendance due to Emergency Conditions  
**Purpose:** Vote  
**Submitted by:** Wallace Wei  
**Related Material:** COVID-119 Closed Form j13a-1.18.2022.pdf  
j13aadd 1.18.22.pdf

#### BACKGROUND:

**SB167 has significantly changed the requirements for approving the J-13A form as related to emergency school closure. Statute does not allow for the approval of most Form J-13A requests to mitigate losses of attendance due to COVID-19 related school closures with a few narrowly defined exceptions.**

**School closures due to COVID-19 related staffing shortages occurring during the time period of September 1, 2021 to June 30, 2022 could be qualifying events with additional conditions, for which Form J-13A requests may be submitted. The additional conditions that must be met when submitting Form J-13A requests for COVID-19 related staffing shortages are as follows:**

**o The LEA is unable to provide in-person instruction to students due to staffing shortages as a result of staff quarantine due to exposure to, or infection with, COVID-19 pursuant to local or state public health guidance.**

**o For certificated staff shortages, the LEA has exhausted all options for obtaining staff coverage, including using all certificated staff and substitute teacher options, and has consulted with their county office of education and the California Department of Education (CDE) in determining that staffing needs cannot be met through any option.**

**o For classified staff shortages, the LEA has exhausted all options for obtaining staff coverage, including using all staff options, and has consulted with their county office of education and the CDE in determining that staffing needs cannot be met through any option.**

#### RECOMMENDATION:

To review and approve MWA's J-13A application.

# REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS

# Form J-13A

(Revised December 2017)

## California Department of Education

School Fiscal Services Division

Website: <https://www.cde.ca.gov/fg/>

Telephone: 916-324-4541

Email: [attendanceaccounting@cde.ca.gov](mailto:attendanceaccounting@cde.ca.gov)



## Form J-13A Instructions

### Why file:

The Request for Allowance of Attendance Due to Emergency Conditions, Form J-13A is used to obtain approval of attendance and instructional time credit under one or more of the following conditions:

- When one or more schools were closed because of conditions described in *Education Code (EC) Section 41422*.
- When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC Section 46392* and *California Code of Regulations (CCR)*, Title 5, Section 428.
- When attendance records have been lost or destroyed as described in *EC Section 46391*.

The California Department of Education's (CDE) approval of the J-13A, combined with other attendance records, serve to document the local educational agency's (LEA) compliance with instructional time laws and provide authority to maintain school for less than the required instructional days and minutes without incurring a fiscal penalty to the LEA's Local Control Funding Formula (LCFF) funding.

### How to file:

The Form J-13A is available at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp>. Also available on the J-13A Web page are FAQs and supplemental pages for sections B and C in Excel format. All affidavits must have original signatures.

Charter schools must file separately from the authorizing school district or county office of education (COE).

The LEA governing board must approve each request by completing Section E, Affidavit of School District, County Office of Education, or Charter School Governing Board Members. Once the majority of the governing board members have approved the request, the LEA should keep a copy of the request and then submit the original to the county superintendent who must approve the request before it can be submitted to the State Superintendent of Public Instruction, CDE. Charter schools must submit the request to their authorizing LEA for approval, who will then forward to the county superintendent for approval.

The following summarizes the J-13A submittal and CDE review process:

- The county superintendent executes the Affidavit of County Superintendent of Schools, certifying the approval.
- The COE should keep a copy of the request and mail the original request to the listed CDE address.
- Once CDE has received the Form J-13A, the request will go through a review process. If the request is approved, CDE will e-mail the approval letter and a copy of the request to all contacts listed on the form. CDE will also mail a hardcopy of the approval letter. If the request is denied, CDE will e-mail the denial letter and a copy of the request to all contacts listed on the form. CDE will also mail a hardcopy of the denial letter.

### Where to file:

Mail the entire original Form J-13A to:

School Fiscal Services Division  
California Department of Education  
1430 N Street, Suite 3800  
Sacramento, CA 95814

### General Instructions:

- Multiple emergency events and schools may be included on one Form J-13A. Be sure to include specific detailed information and supporting documents for each event and school.
- If the emergency event resulted in a closure and material decrease, complete sections B and C.
- Supplemental pages for sections B and C are available in Excel format for a request that requires more lines than allocated on Form J-13A.
- Attach supporting documentation. Redact any personally identifiable information. Examples of required supporting documentation:
  - Declaration of a State of Emergency
  - News articles
  - E-mails
  - Invoices

## Form J-13A Instructions

- A local safety officer letter for any incident involving police activity, threats, cyber threats, etc.
- A county public health officer letter for any incident involving epidemic-type illness. The letter is to specify that the illness was an epidemic or that there was an increase in the number of cases of a disease above what is normally expected of the population in that area.

### SECTION A: REQUEST INFORMATION

Refer to the California School Directory at <https://www.cde.ca.gov/schooldirectory/> for information needed to complete this section.

### PART I: LOCAL EDUCATIONAL AGENCY (LEA)

- LEA Name – Enter the name of the school district, COE, or charter school submitting the Form J-13A.
- County Code – Enter the two-digit county code associated with this entity.
- District Code – Enter the five-digit district code associated with this entity.
- Charter Number – If this request is for a charter school, enter the charter number associated with this entity.
- LEA Superintendent or Administrator Name – Enter the name of the superintendent or administrator associated with this entity.
- Fiscal Year – Enter the fiscal year of the requested emergency closure, material decrease and/or lost or destroyed attendance records.
- Address – Enter the LEA's full address including:
  - Number and street
  - County name
  - City
  - State
  - Zip code
- Contact Information – Enter a contact person for this request. Include the following:
  - Name
  - Title
  - Phone number
  - E-mail address

### PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST

Select the LEA type associated with the request and, for a school district or COE request, if all or select school sites are included in the request. Only one LEA type may be selected.

### PART III: CONDITION(S) APPLICABLE TO THIS REQUEST

Read each condition carefully and select one or more that apply to this request. In addition, indicate if the request is associated with a Declaration of a State of Emergency by the Governor of California.

### SECTION B: SCHOOL CLOSURE

This section is used for closures pursuant to *EC* Section 41422. If the request does not include any school closures, select the "Not Applicable" box on the top right corner and proceed to Section C.

### PART I: NATURE OF EMERGENCY

Use this field to describe in detail the nature of the emergency(s) that caused the school closure.

### PART II: SCHOOL INFORMATION

The fields below correspond to the columns on Form J-13A.

- A. School Name – Enter the school name of each school closed on a separate line. Use the supplemental Excel form at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 10 lines are needed for this request and select the "Supplemental Page(s) Attached" box on the top right corner.
- B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at <https://www.cde.ca.gov/schooldirectory/> to locate the school code.
- C. Site Type – Enter the site type associated with the school listed in Column A. This site information is need for CDE to determine the specific instructional time requirements for the listed school. Choose one of the following site type options:
  - Charter School
  - Community Day
  - Continuation School
  - County Community
  - Juvenile Court School

## Form J-13A Instructions

- Opportunity School
- Special Education
- Traditional

- D. Days in School Calendar – Provide the number of days in the school calendar. Attach a copy of the school calendar to the request. If the request includes multiple schools, attach a copy of each different school calendar and clearly identify which schools follow each calendar. If all schools have the same school calendar, note “all schools” at the top of the calendar.
- E. Emergency Days Built In – Provide the number of additional days the school has built in to the school calendar to use as make-up days for emergency closures.
- F. Built In Emergency Days Used – Provide the number of built in emergency days the school has used so far in the school year.
- G. Date(s) of Emergency Closure – Enter the date(s) closed for the emergency in the current request.
- H. Closure Dates Requested – Of the dates provided in Column G, enter the dates the school will not be able to make-up, and is requesting as part of the Form J-13A.
- I. Total Number of Days Requested – Enter the total number of days for the dates requested in Column H.

Applicable” box on the top right corner and proceed to Section D.

If the attendance of an LEA or a school is less than or equal to 90 percent of "normal" attendance for a reasonable time during or after an emergency event, the LEA may assume that a case exists for claiming emergency attendance credit for the "material decrease" of attendance. According to CCR, Title 5, Section 428, “normal” attendance is the average daily attendance (ADA) for the month of either October or May of the same school year. If the emergency occurred between July and September of the current year, the LEA must wait to submit the request until after October ADA of the current year can be calculated. The October or May ADA is used as a proxy for a normal day of attendance for the emergency day. However, if an emergency occurs in October or May, the LEA may request to use a different month as a proxy for a normal day of attendance for the emergency day.

Pursuant to EC Section 46392, the 90 percent threshold may be waived when the Governor has declared a “State of Emergency.” A copy of the Governor’s declaration should be included in the submittal. Any reduction of attendance in a necessary small school (NSS), even if less than 10 percent, may be considered material.

Attendance must be provided at the school site level. Approval of a districtwide material decrease is contingent upon the inclusion of all district sites, and a districtwide percentage of 90 percent or less on each emergency day. For non-districtwide emergencies, each school must meet the 90 percent threshold on each emergency day for approval of attendance credit.

### PART III: CLOSURE HISTORY

In this section, provide the closure history for the current and five prior fiscal years for all schools included in the request, regardless if a J-13A request was submitted. For example, if a school had multiple closures in one year, group the closures by fiscal year and nature.

School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
School #1	0123456	2016-17	12/5, 2/10	Flooding	Yes
School #1	0123456	2016-17	4/17-4/18	Power Outage	No
School #1	0123456	2015-16	12/15-12/6	Road Closures	Yes

### PART I: NATURE OF EMERGENCY

Use this field to describe in detail the nature of the emergency(s) that caused the material decrease in attendance. Provide a detailed explanation for any gap in between emergencies. Request should be accompanied by supporting documents, if applicable.

### PART II: MATERIAL DECREASE CALCULATION

The information provided in Parts II and III will be used to determine if the loss of attendance meets the 90 percent threshold for attendance credit approval (except when the governor declares a state of emergency or in the case of a NSS site), and to calculate the estimated attendance credit

### SECTION C: MATERIAL DECREASE

This section is used to claim attendance for material decreases pursuant to EC Section 46392. If the request does not include any credits for a material decrease in attendance, select the “Not

## Form J-13A Instructions

amount. The fields below correspond to the columns on Form J-13A.

- A. School Name – Enter the school name of each school requesting attendance credit on a separate line. Use the supplemental Excel form at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 10 lines are needed for this request and select the “Supplemental Page(s) Attached” box on the top right corner.
- B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at <https://www.cde.ca.gov/schooldirectory/> to locate the school code
- C. “Normal” Attendance – Provide the ADA for the school month of October or May of the same school year.

A school month is 20 days, or four weeks of five days each, including legal holidays but excluding weekend makeup classes (*EC* Section 37201). The school calendar begins on the first Monday of the week that includes July 1 or the Monday of the first week of school. As a result, school months can be split between September and October; October and November; April and May; May and June. Therefore, the CDE advises LEAs to use the school month that has the most school days in either October or May.

- D. Dates Used for Determining “Normal” Attendance – Enter the date range of the school month used to provide the ADA in Column C.
- E. Date of Emergency – Enter the date of the emergency. **If the emergency lasted for more than one day, use a separate line for each date.**
- F. Actual Attendance – Provide the actual attendance for the school site on the date of emergency listed in Column E.
- G. Qualifier: 90 Percent or Less (F/C) – Calculated field. If the nature of emergency is consistent with *EC* Section 46392, the school may qualify for an attendance

adjustment when the Actual Attendance (Column F) divided by the “Normal” Attendance (Column C) yields a percentage of 90 percent or less. Exclude any emergency day that yields a percentage of more than 90 percent except when the governor declares a state of emergency or in a case of a NSS site.

- H. Net Increase of Apportionment Days (C-F) – Calculated field. The Actual Attendance (Column F) is subtracted from the “Normal” Attendance (Column C) to determine the Net Increase of Apportionment Days (Column H). When attendance on the date of emergency is greater than the “normal” attendance, this field will yield zero and should be removed from the material decrease calculation table.

**If the request is approved, CDE’s approval letter will include the total net increase of apportionment days, which may differ from the amount shown.** The LEA will then divide this number by the days in the applicable P-1, P-2, or Annual reporting period to determine the ADA increase.

### PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS

Continuation education is an hourly program, therefore the attendance must be provided in hours for continuation schools. Three hours equals one apportionment day. The fields below correspond to the columns on Form J-13A.

- A. School Name – Enter the school name of each continuation school requesting attendance credit on a separate line. Use the supplemental Excel file at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than five lines are needed for this request and select the “Supplemental Page(s) Attached” box on the top right corner.
- B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at <https://www.cde.ca.gov/schooldirectory/> to locate the school code.

## Form J-13A Instructions

- C. "Normal" Attendance Hours – Provide the attendance hours for the continuation school on the same day of the week prior to, or the week following the emergency.

Example: If the emergency day is on a Tuesday, provide the attendance hours on the Tuesday of the week prior to or following the emergency.

- D. Date Used for Determining "Normal" Attendance – Enter the date of the school day used to provide the attendance hours in Column C.
- E. Date of Emergency – Enter the date of the emergency. **If the emergency lasted for more than one day, use a separate line for each date.**
- F. Actual Attendance Hours – Provide the actual attendance hours for the continuation school on the date of emergency.
- G. Qualifier: 90 Percent or Less (F/C) – Calculated field. If the nature of emergency is consistent with *EC* Section 46392, the school may qualify for an attendance adjustment when the Actual Attendance Hours (Column F) divided by the "Normal" Attendance Hours (Column C) yields a percentage of 90 percent or less. Exclude any emergency day that yields a percentage of more than 90 percent except when the governor declares a state of emergency or in a case of a NSS site.
- H. Net Increase of Hours (C-F) – Calculated field. The Actual Attendance Hours (Column F) is subtracted from the "Normal" Attendance Hours (Column C) to determine the Net Increase of Hours (Column H). When attendance on the date of emergency is greater than the "normal" attendance, this field will yield zero and should be removed from the material decrease calculation table.

**If the request is approved, the approval letter will include the total net increase of hours for all continuation schools on the form, which may differ from the amount shown.** The LEA will then convert the hours to apportionment days and divide this number by the days in the applicable P-1,

P-2, or Annual reporting period to determine the ADA increase.

### SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

If this request does not include any lost or destroyed attendance records, select the "Not Applicable" box on the top right corner and proceed to Section E.

#### PART I: PERIOD OF REQUEST

Enter the dates of the records that were lost or destroyed.

#### PART II: CIRCUMSTANCES

Provide a detailed explanation on the emergency condition(s) and the extent of the lost or destroyed records.

#### PART III: PROPOSAL

Provide a detailed proposal or estimation in the allotted space.

### SECTION E: AFFIDAVIT

A completed affidavit is required before submitting the entire Form J-13A request to CDE.

#### PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS

- Enter the name of the school district, COE, or charter school.
- Enter the names of the all the board members.
- At least a majority of the board members must sign this affidavit.
- The governing board signatures must be witnessed. The witness person must complete the following fields:
  - Witnessed date
  - Name
  - Signature
  - Title
  - County name

#### PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER

Only complete for a charter school request. Once the governing board members and witness fields have been completed, this request will be submitted to the charter school's authorizer for approval. An authorizer for a charter school may be

## Form J-13A Instructions

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a school district, COE or State Board of Education.

If approved, the superintendent of the charter school's authorizer will complete the following fields:

- Name
- Signature
- Authorizing LEA Name

### **PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS**

All requests must go to the COE for approval. If approved, the COE will complete Part III of the affidavit. The county superintendent's signature must be witnessed.

- Name of the County Superintendent of Schools (or designee)
- Signature of the County Superintendent of Schools (or designee)
- Witnessed date
- Witness name
- Witness signature
- Witness title
- County name
- Contact person/individual responsible for completing the county affidavit. Include the contact person's name, title, phone number and e-mail address.

CALIFORNIA DEPARTMENT OF EDUCATION  
**REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS**  
 FORM J-13A, REVISED DECEMBER 2017

**SECTION A: REQUEST INFORMATION**

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K-12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> for information regarding the completion of this form.

**PART I: LOCAL EDUCATIONAL AGENCY (LEA)**

LEA NAME:		COUNTY CODE:	DISTRICT CODE:	CHARTER NUMBER (IF APPLICABLE):
LEA SUPERINTENDENT OR ADMINISTRATOR NAME:				FISCAL YEAR:
ADDRESS:			COUNTY NAME:	
CITY:		STATE:	ZIP CODE:	
CONTACT NAME:	TITLE:	PHONE:	E-MAIL:	

**PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST (Choose only one LEA type):**

<input type="checkbox"/> <b>SCHOOL DISTRICT</b> Choose one of the following: <input type="checkbox"/> All district school sites <input type="checkbox"/> Select district school sites	<input type="checkbox"/> <b>COUNTY OFFICE OF EDUCATION (COE)</b> Choose one of the following: <input type="checkbox"/> All COE school sites <input type="checkbox"/> Select COE school sites	<input type="checkbox"/> <b>CHARTER SCHOOL</b>
--	---	--

**PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:**

**SCHOOL CLOSURE:** When one or more schools were closed because of conditions described in *EC* Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per *EC* Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *EC* Section 46200, et seq.

There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

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**MATERIAL DECREASE:** When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of *EC* Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency.

There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

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**LOST OR DESTROYED ATTENDANCE RECORDS:** When attendance records have been lost or destroyed as described in *EC* Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to *EC* Section 46391:

*"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."*

CALIFORNIA DEPARTMENT OF EDUCATION  
 REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS  
 FORM J-13A, REVISED DECEMBER 2017

**SECTION B: SCHOOL CLOSURE**

Not Applicable (Proceed to Section C)

**PART I: NATURE OF EMERGENCY** (Describe in detail.)

Supplemental Page(s) Attached

**PART II: SCHOOL INFORMATION** (Use the supplemental Excel form at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 10 lines are needed for this request. Attach a copy of a school calendar. If the request is for multiple school sites, and the sites have differing school calendars, attach a copy of each different school calendar to the request.)

A	B	C	D	E	F	G	H	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built In Emergency Days Used	Date(s) of Emergency Closure	Closure Dates Requested	Total Number of Days Requested

**PART III: CLOSURE HISTORY** (List closure history for all schools in Part II. Refer to the instructions for an example.)

A	B	C	D	E	F
School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No



CALIFORNIA DEPARTMENT OF EDUCATION  
 REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS  
 FORM J-13A, REVISED DECEMBER 2017

**SECTION C: MATERIAL DECREASE**

Not Applicable (Proceed to Section D)

**PART I: NATURE OF EMERGENCY** (Describe in detail.)

Supplemental Page(s) Attached

**PART II: MATERIAL DECREASE CALCULATION** (Use the supplemental Excel file at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than 10 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
		Total:					

**PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS** (Provide the attendance in hours. Use the supplemental Excel file at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than 5 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
		Total:					

\*Qualifier should be 90% or less except when the governor declares a state of emergency or in the case of a Necessary Small School (NSS) site.

CALIFORNIA DEPARTMENT OF EDUCATION  
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS  
FORM J-13A, REVISED DECEMBER 2017

**SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS**

Not Applicable (Proceed to Section E)

**PART I: PERIOD OF REQUEST** The entire period covered by the lost or destroyed records commences with \_\_\_\_\_ up to and including \_\_\_\_\_.

**PART II: CIRCUMSTANCES** (Describe below circumstances and extent of records lost or destroyed.)

**PART III: PROPOSAL** (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)

CALIFORNIA DEPARTMENT OF EDUCATION  
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS  
FORM J-13A, REVISED DECEMBER 2017

**SECTION E: AFFIDAVIT**

**PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS** – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of \_\_\_\_\_, hereby swear (or affirm) that the foregoing statements are true and are based on official records.

Board Members Names

Board Members Signatures

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

Witness: \_\_\_\_\_ Title: \_\_\_\_\_ of \_\_\_\_\_ County, California  
(Name) (Signature)

**PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER** (Only applicable to charter school requests)

Superintendent (or designee): \_\_\_\_\_ Authorizing LEA Name: \_\_\_\_\_  
(Name) (Signature)

**PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS**

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): \_\_\_\_\_  
(Name) (Signature)

Subscribed and sworn (or affirmed) before me, this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

Witness: \_\_\_\_\_ Title: \_\_\_\_\_ of \_\_\_\_\_ County, California  
(Name) (Signature)

COE contact/individual responsible for completing this section:

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

**CALIFORNIA DEPARTMENT OF EDUCATION**  
**SCHOOL FISCAL SERVICES DIVISION**  
 September 2021

## Form J-13A Addendum, COVID-19 Related Staffing Shortages

Use of this addendum is authorized by California *Education Code (EC)* sections 41422(c)(3) and 46392(c)(2)(B). By including this completed addendum with the fully executed Form J-13A affidavit, the local educational agency (LEA) attests to meeting the requirements listed below:

*From September 1, 2021, to June 30, 2022, inclusive, an LEA may receive the same apportionment from the State School Fund and/or average daily attendance credit for school closures related to impacts from COVID-19 due to COVID-19 related staffing shortages if the following conditions are established to the satisfaction of the Superintendent by affidavits of the members of the governing board or body of the school district, county office of education, or charter school and the county superintendent of schools:*

*(i) The LEA is unable to provide in-person instruction to students due to staffing shortages as a result of staff quarantine due to exposure to, or infection with, COVID-19 pursuant to local or state public health guidance.*

*(ii) For certificated staff shortages, the LEA has exhausted all options for obtaining staff coverage, including using all certificated staff and substitute teacher options, and has consulted with their county office of education and the Superintendent in determining that staffing needs cannot be met through any option.*

*(iii) For classified staff shortages, the LEA has exhausted all options for obtaining staff coverage, including using all staff options, and has consulted with their county office of education and the Superintendent in determining that staffing needs cannot be met through any option.*

1. Indicate the category of staff involved in the staffing shortage: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Teaching Shortage, Non-Special Education</td> <td style="width: 50%; border: none;">Classified Staff Shortage - Transportation</td> </tr> <tr> <td style="border: none;">Teaching Shortage, Special Education</td> <td style="border: none;">Classified Staff Shortage – Food Service</td> </tr> </table>	Teaching Shortage, Non-Special Education	Classified Staff Shortage - Transportation	Teaching Shortage, Special Education	Classified Staff Shortage – Food Service
Teaching Shortage, Non-Special Education	Classified Staff Shortage - Transportation			
Teaching Shortage, Special Education	Classified Staff Shortage – Food Service			
2. How many staff were unable to provide instruction due to COVID-19:				
3. Describe the circumstances that led to the COVID-19 related staffing shortage:				
4A. Describe how the LEA exhausted all options for obtaining staff coverage, including using all certificated staff and substitute teacher options for certificated staff shortages, all staff options for classified staff shortages:				
4B. Describe how the LEA exhausted all options, as a result of the consultation with the LEA's county office of education and the California Department of Education:				

# Coversheet

## School Accountability Report Card (SARC)

**Section:** IV. Action Items  
**Item:** E. School Accountability Report Card (SARC)  
**Purpose:** FYI  
**Submitted by:** Carmen Velarde  
**Related Material:** 2021 MWA SARC - 1.8.22.pdf

### BACKGROUND:

Please note that the SARC is only partially completed; the tables on Page 5 relating to teacher credentialing are currently blank as the CDE has yet to release the data. The CDE does not anticipate releasing the data before the February 1st due date, and recommends that the SARC be approved as is. The board will NOT need to review the completed SARC again once the CDE releases the teacher credentialing data.

### RECOMMENDATION:

Approve the SARC

# Making Waves Academy

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Making Waves Academy
<b>Street</b>	4123 Lakeside Dr.
<b>City, State, Zip</b>	Richmond, CA 94806
<b>Phone Number</b>	(510) 262-1511
<b>Principal</b>	Alton B. Nelson Jr., Chief Executive Officer
<b>Email Address</b>	Email Address mwainfo@mwacademy.org
<b>School Website</b>	<a href="http://www.makingwavesacademy.org">http://www.makingwavesacademy.org</a>
<b>County-District-School (CDS) Code</b>	07100740114470

## 2021-22 District Contact Information

<b>District Name</b>	Contra Costa County Office of Education
<b>Phone Number</b>	(925) 942-3388
<b>Superintendent</b>	Lynn Mackey
<b>Email Address</b>	lmackey@cccocoe.k12.ca.us
<b>District Website Address</b>	www.cocoschools.org

## 2021-22 School Overview

Making Waves Academy (MWA) is a public charter school authorized by the Contra Costa County Office of Education (CCCOE) and is listed as the “District Contact”. MWA serves 5th-12th grades. MWA is located in Richmond, CA, an area served by the West Contra Costa County Unified School District (WCCUSD). Therefore, WCCUSD data is used throughout the report in charts that compare MWA to the “District” and the State. MWA opened in the fall of 2007 and graduated its first class of 12th graders in the spring of 2015.

With roots firmly planted in the Richmond community since the inception of the Making Waves Education Program (MWEP) in 1989, MWA fulfills the promise of public schools with a rigorous, college-preparatory curriculum, psychological services, social-emotional development, academic support, and transportation. The vision is grounded in our five Core Values: Community, Resilience, Respect, Responsibility, and Scholarship. The mission is: "MWA is committed to rigorously and holistically preparing students to gain acceptance to and graduate from college to ultimately become valuable contributors to the workforce and their communities.

Richmond is a diverse community with a population consisting of 22% African American, 40% Hispanic or Latino, 17% White (Not of Hispanic or Latino Descent), 15% Asian, .3% Native American, .5% Native Hawaiian and Other Pacific Islander, 6% other. The demographics of MWA are comparable to West Contra Costa Unified School District (WCCUSD). At MWA, 8% of the population is African American and 86% are Hispanic or Latino, 77% of students qualify for free and reduced lunch. English Language Learners make up 24% of the school’s population.

MWA recognizes that schools with higher proportions of students from economically distressed communities require additional resources to compensate for the challenges they face. MWA invests in our students by providing resources to support students’ social-emotional well-being and academic development. To support the structure of our core day and enrichment programs, the typical school day is from 8:05am – 3:00 pm. Extended day programming exist in the middle school supported by an ASES grant. Most academic intervention occurs during a Differentiated Tier Instruction period embedded within the academic school day. The master schedule accommodates student participation in interscholastic athletics, clubs, field lessons, and academic support, as well as teacher planning and collaboration time.

At MWA, instructional activities are aligned to California Common Core Standards. The MWA curriculum includes language arts, math, science, history/social science, health and wellness, second languages, music, fine and performing arts and social

## 2021-22 School Overview

emotional education. MWA Upper School courses in grades nine through twelve follow the California State A-G requirements, which emphasize college-readiness. The upper school also offers Advanced Placement (AP) courses in math, history, and science. For four out of the last five years MWA has been recognized by Innovate Public Schools as one of the top performing high schools in the Bay Area in the subjects of English and Math.

MWA's aim is to prepare 100% of our students to be college-ready while also honoring and supporting our students' pursue their hopes and dreams by gaining admission to a variety of post-secondary education options. Historically, about 95% of our students go on to college – with about 70% or more gaining admission to colleges and universities and another 25% or so attending community college.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	166
Grade 6	168
Grade 7	168
Grade 8	168
Grade 9	116
Grade 10	98
Grade 11	99
Grade 12	101
<b>Total Enrollment</b>	<b>1084</b>



## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.30
Male	48.70
American Indian or Alaska Native	0.30
Asian	2.30
Black or African American	8.40
Filipino	0.10
Hispanic or Latino	85.60
Native Hawaiian or Pacific Islander	0.10
Two or More Races	1.90
White	1.20
English Learners	27.20
Foster Youth	0.50
Homeless	1.40
Migrant	0.00
Socioeconomically Disadvantaged	78.00
Students with Disabilities	7.30

### A. Conditions of Learning

#### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

<b>Year and month in which the data were collected</b>	
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Expository Reading & Writing Course (CSU Expository Reading) Springboard Levels 1-6 (College Board) 5th Reading Wonders (Houghton Mifflin) 2017 Thank You For Arguing (Penguin Random House) Princeton Review AP English Literature & Composition Prep, 2022		0
<b>Mathematics</b>	Calculus – 4th Edition (Pearson) 2014 Graphical, Numerical, Algebraic (Pearson) Springboard (College Board) AP Statistics & Data Analysis (NGL/Cengage) 2017 Math Expressions (McGraw Hill) 2017		0
<b>Science</b>	Biology (Glencoe Science-(McGraw Hill) 2012 Glencoe Physical Science-(McGraw Hill) Meyers AP Psychology (MacMillan Learning) 2016 CA Science (Pearson) CA Focus on Earth Science (Pearson) CA Life Science (Pearson) CA Physical Science (Pearson) Glencoe Earth Science (McGraw Hill) 2017 DHO Health Science (NGL / Cengage) 2017 Body Structure Functions (NGL / Cengage) 2017 Medical Terminology for Health-(Cengage)		0
<b>History-Social Science</b>	US Government and Politics (College Board) 2015 The Lanahan Readings in the American Polity: Ann G. Serow, Everett 2016 Econ Alive! (TCI) 2015 Government Alive! Power, Politics and You (TCI) 2015 The American Democracy 2015 CA The Americans 2013 CA Modern World History (Houghton Mifflin Harcourt) 2011 Kaplan AP History 2015 Social Studies Alive! (TCI) History Alive! The Ancient World (TCI) History Alive! The Medieval World (TCI) History Alive! US Through Industrial Discovery Ed Princeton Review AP U.S. Government & Politics Premium Prep, 2022 Princeton Review AP U.S. History Premium Prep, 2022 Harrison, American Democracy Now, 2017 American History (Houghton Mifflin Harcourt) 2018 The American Pageant (Cengage)		0
<b>Foreign Language</b>	Triangulo aprobado-(Wayside Publishing) EntreCulturas 1(Wayside Publishing) EntreCulturas 2 (Wayside Publishing) EntreCulturas 3 (Wayside Publishing) Princeton Review AP Spanish Language & Culture Prep, 2022		0
<b>Health</b>	Life Time Health Study – Classroom Set		0

	Life Skills Health – Classroom Set 2011		
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

### School Facility Conditions and Planned Improvements

Making Waves Academy recently constructed three state-of-the-art school buildings and opened them in the 2018-2019 school year. Three additional buildings were updated and remodeled and a 4th state-of-the-art building was constructed and opened in the in the Fall of 2020. Presently we have over 1000 students.

Making Waves Academy's ground, buildings and restrooms are all in excellent condition. The school participates in regular inspection and maintenance of the facility. Due to school closures due to the COVID-19 pandemic the facilities have not been in regular use but the facilities team has been working on general maintenance and improvements in order for the facilities to be in excellent conditions once in person instruction resumes.

<b>Year and month of the most recent FIT report</b>	03/2021
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	765	736	96.21	3.79	38.63
<b>Female</b>	390	380	97.44	2.56	44.95
<b>Male</b>	375	356	94.93	5.07	31.92
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	22	22	100.00	0.00	81.2
<b>Black or African American</b>	70	64	91.43	8.57	35.94
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	640	619	96.72	3.28	37.68
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	15	93.75	6.25	33.33
<b>White</b>	12	11	91.67	8.33	36.36
<b>English Learners</b>	237	224	94.51	5.49	11.36
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>					
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	573	548	95.64	4.36	36.65
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	64	60	93.75	6.25	6.67

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	765	731	96.56	4.44	15.79
Female	390	375	96.15	3.85	14.78
Male	375	356	94.93	5.07	16.86
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	40.91
Black or African American	70	66	94.29	5.71	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	640	613	95.78	4.22	15.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	15	93.75	6.25	0.00
White	12	10	83.33	16.67	--
English Learners	237	221	93.25	6.75	2.29
Foster Youth	--	--	--	--	--
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	573	543	94.76	5.24	15.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	60	93.75	6.25	0.00

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.



## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	20.00	N/A	N/T	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	433	428	98.85	1.15	20.00
<b>Female</b>	216	213	98.61	1.39	16.59
<b>Male</b>	217	215	99.08	0.92	23.36
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	11	11	100.00	0.00	27.27
<b>Black or African American</b>	33	32	96.97	3.03	18.75
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	371	368	99.19	0.81	20.55
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	125	125	100.00	0.00	2.42
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>					
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	321	316	98.44	1.56	19.75
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	30	30	100.00	0.00	3.45

## 2020-21 Career Technical Education Programs

All students at Making Waves Academy may participate in our Career Technical Education (CTE) pathway in Health Science and Medical Technology, which, pursuant to Education Code Section 51226, is comprised of career-themed courses that are aligned to the model curriculum standards for the State of California and satisfy high school graduation requirements and admissions requirements for University of California and California State University. All courses within the pathway are offered onsite and are sequenced as follows: Introduction to Health Science (introductory course), Medical Terminology (concentrator course), and Advanced Patient Care (capstone course).

Making Waves Academy ensures the delivery of a robust CTE program that is responsive to community needs and is aligned to the ten eligibility requirements of the Career Technical Education Incentive Grant (CTEIG): (1) quality curriculum and instruction; (2) career exploration; (3) student support; (4) system alignment; (5) industry partnerships; (6) after school and extended day opportunities; (7) regional and local labor market demands; (8) industry certification or employment; (9) skilled faculty; (10) data and evaluation. Jon Siapno, Director of College and Career Counseling, serves as the primary representative for CTE at Making Waves Academy.

In accordance with our institutional goals, CTE at Making Waves Academy remains committed to developing and offering career pathways that are aligned with academic courses, support academic achievement, and address the needs of all learners, including those unique to defined special populations of students.

Our Career Technical Education (CTE) program is compliant with our school nondiscrimination policy. MWA does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, citizenship, immigration status, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code. MWA adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

MWA is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). MWA also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race or ethnicity, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. MWA does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which MWA does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. MWA will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. The lack of English language skills will not be a barrier to admission or participation in MWA's programs or activities. MWA prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation. Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report any act of such misconduct to the Coordinator: Dean of Students, 4123 Lakeside Drive Richmond, CA 94806 Ph. (510) 262-1511. Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
<b>Number of Pupils Participating in CTE</b>	113
<b>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma</b>	100.00
<b>Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education</b>	100.00

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2021-22 Opportunities for Parental Involvement

Making Waves Academy (MWA) actively works to involve parents in their children's education in meaningful ways. Parents can be appointed to serve as members of our MWA Board, and be elected School Site Council and English Learner Advisory Committee. These governance groups meet monthly and information regarding the dates, times and locations can be found at the front office of both the Middle School and Upper School or by calling (510) 262-1511 or visiting our website at [makingwavesacademy.org](http://makingwavesacademy.org).

Making Waves Academy regularly performs outreach to families to keep them informed of their students' academic progress, opportunities for involvement, and upcoming events via written and electronic communication, parent meetings, and automated telephone messages. Parents are invited to attend monthly Saturday meetings throughout the school year during which families discuss and learn about educational opportunities, curriculum, student performance and building a healthy and safe school culture & climate. In addition, Making Waves Academy offers parents opportunities to volunteer their time or donate items to contribute to our community and school events. Donations of any kind can be facilitated by contacting the front office at (510) 262-1511.

Opportunities for parents to be involved include: Participating on the School Site Council, participating on the English Language Advisory Committee, serving on the MWA School Board, supporting with the WASC process, attending Parent Meetings, being

## 2021-22 Opportunities for Parental Involvement

elected to serve as a Parent/Guardian Representative for a grade level, chaperoning study trips, serving as a Parent Council Member, managing or supporting classroom events, grade-level events or school-wide events. Annual events which parents support are as follows: Lunar New Year celebration, Dia de Los Muertos celebration, 8th grade graduation, My Very Own Library initiative, National History Day and Science Fairs, Saturday Parent Meetings, English Learner reclassification ceremony graduation, Black/African American Student Achievement Initiative, managing or supporting grade-level or classroom fundraisers, helping to prepare family mailings, organizing special events (e.g. a carnival or talent show), assisting with school-sponsored charitable projects (e.g. the annual food bank & toy drives), providing traffic control for parent meetings and other events, participating in parent feedback surveys, referring families to the lottery process, participating in Back to School Day orientation events by providing parents and families with an overview of school courses and supplemental program curricula), and participating in student led parent-teacher conferences.

Parents are also employed at the school in a variety of support positions such as our Food Services Coordinator, Office Administrator, and Site Supervisor. MWA also provides a Parent Engagement Center as a central location for parents to receive information regarding social services, on-campus volunteer opportunities and community involvement. The Director of School Culture and Family Engagement serves as the parent liaison and can be reached at [rcrews@mwacademy.org](mailto:rcrews@mwacademy.org) or by contacting the front office at (510) 262-1511 ext. 3031.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	1.30	5.60	1.00	9.60	8.90	5.40	9.00	8.90	9.40
<b>Graduation Rate</b>	98.70	94.40	88.50	85.10	84.00	87.90	84.50	84.20	83.60

### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	104	92	88.5
<b>Female</b>	46	43	93.5
<b>Male</b>	58	49	84.5
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00

<b>Hispanic or Latino</b>	95	84	88.4
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	0	0	0.00
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	97	85	87.6
<b>Students Receiving Migrant Education Services</b>	0	0	0.00
<b>Students with Disabilities</b>	--	--	--

### 2020-21 Chronic Absenteeism by Student Group

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	1087	1087	259	23.8
<b>Female</b>	559	559	122	21.8
<b>Male</b>	528	528	137	25.9
<b>American Indian or Alaska Native</b>	26	26	1	3.8
<b>Asian</b>	3	3	1	33.3
<b>Black or African American</b>	92	92	22	23.9
<b>Filipino</b>	1	1	0	0.0
<b>Hispanic or Latino</b>	929	929	218	23.5
<b>Native Hawaiian or Pacific Islander</b>	1	1	1	100.0
<b>Two or More Races</b>	21	21	11	52.4
<b>White</b>	13	13	5	38.5
<b>English Learners</b>	295	295	85	28.8
<b>Foster Youth</b>	5	5	3	60.0
<b>Homeless</b>	15	15	4	26.7
<b>Socioeconomically Disadvantaged</b>	854	854	220	25.8
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	85	85	32	37.6

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	5.99	0.00	4.66	0.11	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.03	0.03	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	5.93	2.96	2.45
<b>Expulsions</b>	0.19	0.03	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0	0
<b>Female</b>	0	0
<b>Male</b>	0	0
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	0	0
<b>English Learners</b>	0	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	0	0

## 2021-22 School Safety Plan

The Making Waves Academy School Emergency Response Plan (updated January 2020) meets the requirements of the State of California and the County of Contra Costa. This plan identifies MWA responsibilities associated with natural disaster, human caused emergencies, and technological incidents. It includes:

**Campus**

- Visitors sign in at the office and wear a visitor identification badge while on campus
- Students are supervised before school, during recesses, and lunch breaks

**Classroom**

- Evacuation routes are posted in all classrooms
- Each classroom has a first aid kit
- Each classroom and office has an emergency information folder which includes emergency guides and protocols

**Staff**

- The Academy has 5 (five) full time campus supervision positions
- All staff receive first aid and CPR certification every two years

**Additionally:**

- Fire drills are held monthly
- Student emergency information cards are completed annually
- We have basic emergency response supplies

## D. Other SARC Information

## Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5	28		30	
6	27	1	40	

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5	27	1	38	
6	27	1	38	



### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5	28		32	
6	28	1	36	
Other	7	3		

### 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	10	18	
Mathematics	25	12	16	1
Science	21	8	5	
Social Science	25	5	18	

### 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	5	23	4
Mathematics	26	17	12	4
Science	26	4	21	
Social Science	26	5	21	

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	14	18	
Mathematics	22	18	17	
Science	25	6	22	
Social Science	26	6	21	

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$23,994	\$3,693	\$20,302	\$66,623
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State			\$8443.83	
Percent Difference - School Site and State	N/A	N/A	82.5	

## 2020-21 Types of Services Funded

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## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,820	
Mid-Range Teacher Salary	\$59,092	
Highest Teacher Salary	\$91,728	
Average Principal Salary (Elementary)	N/A	
Average Principal Salary (Middle)	\$165,000	
Average Principal Salary (High)	\$165,000	
Superintendent Salary	\$288,000	
Percent of Budget for Teacher Salaries	16%	
Percent of Budget for Administrative Salaries	17%	

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	41.6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	4
Science	0
Social Science	6
<b>Total AP Courses Offered</b>	12

## Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	17	12	12

# Coversheet

## Employee COVID-19 Vaccine Policy Amendment

**Section:** IV. Action Items  
**Item:** F. Employee COVID-19 Vaccine Policy Amendment  
**Purpose:** Vote  
**Submitted by:** Fe Campbell  
**Related Material:**  
DRAFT\_MWA COVID-19 Booster Addendum to Employee Vaccination Policy.docx

### BACKGROUND:

#### **Mandatory Covid-19 Employee Vaccination Policy: Booster Requirement Addendum**

Consistent with MWA's legal duty to maintain a safe and healthy workplace and prevent the spread of COVID-19, and recognizing the FDA's recommendation that all individuals 18 years of age and older receive a booster shot of the COVID-19 vaccine, the School shall enforce this COVID-19 Booster Addendum for all MWA employees to be considered fully vaccinated.

### RECOMMENDATION:

Your approval of this addendum to MWA's established COVID-19 Employee Vaccination Policy supports the continued commitment to a safe and healthy community for all students and employees.

**MAKING WAVES ACADEMY**  
**MANDATORY COVID-19 EMPLOYEE VACCINATION POLICY:**  
**BOOSTER REQUIREMENT ADDENDUM**

**Purpose**

Consistent with Making Waves Academy’s (“MWA” or the “School”) legal duty to maintain a safe and healthy workplace and prevent the spread of COVID-19, and recognizing the Food and Drug Administration’s (“FDA”) recommendation that all individuals 18 years of age and older receive a booster shot of the COVID-19 vaccine at least five (5) months after completion of the primary vaccination series of the Moderna COVID-19 Vaccine or Pfizer-BioNTech COVID-19 Vaccine, or at least two (2) months after completion of primary vaccination with the Janssen COVID-19 Vaccine, the School shall enforce this COVID-19 Booster Addendum to the School’s Employee Vaccination Policy (“Booster Addendum”). The School’s COVID-19 Employee Vaccination Policy is incorporated by reference herein and shall be deemed to have the same force and effect as if set forth in full herein.

**Policy**

It is the policy of the School to mandate that all employees receive a booster shot of an approved COVID-19 vaccine consistent with guidance set forth by the Centers for Disease Control and Prevention (“CDC”), by March 1<sup>st</sup>, 2022.

**Proof of Vaccination**

Employees must submit proof of vaccination to the School as detailed in the Mandatory COVID-19 Employee Vaccination Policy.

**Requests for Accommodation**

Employees who are unable to comply with this Booster Addendum due to a qualifying disability or sincerely held religious belief, practice, or observance as defined by applicable law may be entitled to request an accommodation as described in the School’s Mandatory COVID-19 Employee Vaccination Policy. Employees should contact Fe Campbell, Director of Human Resources, at [fcampbell@mwacademy.org](mailto:fcampbell@mwacademy.org) with any questions or requests for accommodation.

**Disclaimer**

As public health and legal guidance regarding COVID-19 vaccinations evolves, the School reserves the right to revise this Booster Addendum. Upon any revision to this Booster Addendum, the School will provide immediate notice in writing to all employees.

Should you have any questions regarding this Policy, you may contact Fe Campbell, Director of Human Resources at [fcampbell@mwacademy.org](mailto:fcampbell@mwacademy.org).

## **Confirmation of Receipt**

By signing below, I acknowledge that I have received, read, and understand the School's COVID-19 Booster Requirement.

I also understand that if I have any questions regarding this Policy, I shall contact Fe Campbell, Director of Human Resources.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

# Coversheet

## 1Care Diagnostic Invoice

**Section:** IV. Action Items  
**Item:** G. 1Care Diagnostic Invoice  
**Purpose:** Vote  
**Submitted by:** Hung Mai  
**Related Material:** 1Care Diagnostics Invoice.pdf

**BACKGROUND:**  
The invoice is for staff and students' COVID testing.  
Fiscal Impact: \$32,350

**RECOMMENDATION:**  
Review and approve the invoice.





# Invoice

Date	Invoice #
1/13/2022	1213

<b>Bill To</b>
Making Waves Academy 4123 Lakeside Ave Richmond CA 94806

P.O. No.	Terms	Project

Item	Quantity	Description	Rate	Amount
RT-PCR	1	Elizabeth Martinez 01-03-2022	200.00	200.00
RT-PCR	1	LaMario Scott 01-03-2022	200.00	200.00
RT-PCR	1	Lazaro Beltran 01-03-2022	200.00	200.00
RT-PCR	1	Alton Nelson 01-03-2022	200.00	200.00
RT-PCR	1	Celeste Huizar 01-03-2022	200.00	200.00
RT-PCR	1	Danelle Dibble 01-03-2022	200.00	200.00
RT-PCR	1	Chelsey Miller 01-03-2022	200.00	200.00
RT-PCR	1	Ashley Schauer 01-03-2022	200.00	200.00
RT-PCR	1	Fe Campbell 01-03-2022	200.00	200.00
RT-PCR	1	Carmen Velarde 01-03-2022	200.00	200.00
RT-PCR	1	Karen Snider 01-03-2022	200.00	200.00
RT-PCR	1	Sarah Hillenbrand 01-03-2022	200.00	200.00
RT-PCR	1	Clay Courchaine 01-03-2022	200.00	200.00
RT-PCR	1	Alonso Rivera 01-03-2022	200.00	200.00
RT-PCR	1	Alexis Cruz 01-03-2022	200.00	200.00
RT-PCR	1	Colyn Flynn 01-03-2022	200.00	200.00
RT-PCR	1	Jonathan Hemelberg 01-03-2022	200.00	200.00
RT-PCR	1	Adilene Alvarado 01-03-2022	200.00	200.00
RT-PCR	1	Itzel Espejo-Garcia 01-03-2022	200.00	200.00
RT-PCR	1	Meuy Seing Saechao 01-03-2022	200.00	200.00
RT-PCR	1	Jeff Hazel 01-03-2022	200.00	200.00
RT-PCR	1	Fatima Carrasco 01-03-2022	200.00	200.00
RT-PCR	1	Susana Jara de Diaz 01-03-2022	200.00	200.00
RT-PCR	1	Lawrence Lee 01-03-2022	200.00	200.00
RT-PCR	1	Kendra Brown 01-03-2022	200.00	200.00
RT-PCR	1	Alysia Ayoub 01-03-2022	200.00	200.00
RT-PCR	1	Kelly Crosby 01-03-2022	200.00	200.00
RT-PCR	1	Patrick Gagen 01-03-2022	200.00	200.00
RT-PCR	1	Karen Reyes 01-03-2022	200.00	200.00
RT-PCR	1	Aniceto Leon Jr 01-03-2022	200.00	200.00
RT-PCR	1	Joseph Sanders 01-03-2022	200.00	200.00
RT-PCR	1	Diana Cuellar 01-03-2022	200.00	200.00
RT-PCR	1	Oscar Guzman 01-03-2022	200.00	200.00
RT-PCR	1	sarah suson 01-03-2022	200.00	200.00
<b>Total</b>				



# Invoice

Date	Invoice #
1/13/2022	1213

<b>Bill To</b>
Making Waves Academy 4123 Lakeside Ave Richmond CA 94806

P.O. No.	Terms	Project

Item	Quantity	Description	Rate	Amount
RT-PCR	1	Crystal Banuelos 01-03-2022	200.00	200.00
RT-PCR	1	Stefhanie Munos Rivera 01-03-2022	200.00	200.00
RT-PCR	1	Amanda Rodriguez 01-03-2022	200.00	200.00
RT-PCR	1	Benjamin Calvert 01-03-2022	200.00	200.00
RT-PCR	1	Joshua Amey 01-03-2022	200.00	200.00
RT-PCR	1	Emalyn Lopez 01-03-2022	200.00	200.00
RT-PCR	1	Rosalea Salmeron 01-03-2022	200.00	200.00
Antigen	1	Todd Flourmoy 01-03-2022	150.00	150.00
RT-PCR	1	Molly Moloney 01-03-2022	200.00	200.00
RT-PCR	1	Josefina Sanchez 01-03-2022	200.00	200.00
RT-PCR	1	Francisco Buenrostro Contreras 01-03-2022	200.00	200.00
RT-PCR	1	Beatriz Velasquez 01-03-2022	200.00	200.00
RT-PCR	1	lawanda muhammad 01-03-2022	200.00	200.00
RT-PCR	1	Alexandra Morte 01-03-2022	200.00	200.00
RT-PCR	1	Emilio Ortega 01-03-2022	200.00	200.00
RT-PCR	1	Lourdes Lopez de Gomez 01-03-2022	200.00	200.00
RT-PCR	1	Esau Molina 01-03-2022	200.00	200.00
RT-PCR	1	Breanna Ruiz 01-03-2022	200.00	200.00
RT-PCR	1	Mariah Embry 01-03-2022	200.00	200.00
RT-PCR	1	Maribel Cervantes 01-03-2022	200.00	200.00
RT-PCR	1	Stephen Jones 01-03-2022	200.00	200.00
RT-PCR	1	Kion Noori 01-03-2022	200.00	200.00
RT-PCR	1	Jennefer Cerna 01-03-2022	200.00	200.00
RT-PCR	1	Nelly Hernandez 01-03-2022	200.00	200.00
RT-PCR	1	Kevin Alegria 01-03-2022	200.00	200.00
RT-PCR	1	Gabriela Zacarias Lopez 01-03-2022	200.00	200.00
RT-PCR	1	Emily Barber 01-03-2022	200.00	200.00
RT-PCR	1	Bill Treseler 01-03-2022	200.00	200.00
RT-PCR	1	Julio Emmanuelli 01-03-2022	250.00	250.00
RT-PCR	1	Evangelia Ward-Jackson 01-03-2022	200.00	200.00
RT-PCR	1	Artemus Jones 01-04-2022	200.00	200.00
RT-PCR	1	Christina Edwards 01-04-2022	200.00	200.00
RT-PCR	1	Eric Becker 01-04-2022	200.00	200.00
RT-PCR	1	Scott Pullman 01-04-2022	200.00	200.00
			<b>Total</b>	



# Invoice

Date	Invoice #
1/13/2022	1213

Bill To
Making Waves Academy 4123 Lakeside Ave Richmond CA 94806

P.O. No.	Terms	Project

Item	Quantity	Description	Rate	Amount
RT-PCR	1	Breonna Edison 01-04-2022	200.00	200.00
RT-PCR	1	Brittaney Kinney 01-04-2022	200.00	200.00
RT-PCR	1	Sarah Houchin 01-04-2022	200.00	200.00
RT-PCR	1	Myeia Glenn 01-04-2022	200.00	200.00
RT-PCR	1	Christine Chesko 01-04-2022	200.00	200.00
RT-PCR	1	Masin Persina 01-04-2022	200.00	200.00
RT-PCR	1	Nancy Stenzler 01-04-2022	200.00	200.00
RT-PCR	1	Micah Stilwell 01-04-2022	200.00	200.00
RT-PCR	1	Lawren Keaton 01-04-2022	200.00	200.00
RT-PCR	1	Hanne MacDonald 01-04-2022	200.00	200.00
RT-PCR	1	Anessa Gower 01-04-2022	200.00	200.00
RT-PCR	1	Rebeca Torres Avila 01-04-2022	200.00	200.00
RT-PCR	1	Natalie Crespo 01-04-2022	200.00	200.00
RT-PCR	1	Josie Beyer 01-04-2022	200.00	200.00
RT-PCR	1	Jon Siapno 01-04-2022	200.00	200.00
RT-PCR	1	Christine Piacenza 01-04-2022	200.00	200.00
RT-PCR	1	Chinela Key-Baysinger 01-04-2022	200.00	200.00
Antigen	1	jose figueroa 01-04-2022	150.00	150.00
RT-PCR	1	Lucinda Schwarz 01-04-2022	200.00	200.00
RT-PCR	1	Athena Draper 01-04-2022	200.00	200.00
RT-PCR	1	Cameron Sasai 01-04-2022	200.00	200.00
RT-PCR	1	Rosy Razo 01-04-2022	200.00	200.00
RT-PCR	1	Carl Michael Delphin 01-04-2022	200.00	200.00
RT-PCR	1	Rebecca Monroe 01-04-2022	200.00	200.00
Antigen	1	Joel Mackey 01-04-2022	150.00	150.00
RT-PCR	1	Cherrie Morales 01-04-2022	200.00	200.00
RT-PCR	1	Nicholas Gordon 01-04-2022	200.00	200.00
Antigen	1	Kadijah brown 01-04-2022	150.00	150.00
RT-PCR	1	Daniel Wright 01-04-2022	200.00	200.00
RT-PCR	1	Michael Mathews 01-04-2022	200.00	200.00
RT-PCR	1	Ma. Carmelita Batacan 01-05-2022	200.00	200.00
RT-PCR	1	Antonio Leon 01-05-2022	200.00	200.00
RT-PCR	1	Karman Sikand 01-05-2022	200.00	200.00
Antigen	1	Jesse Mazza 01-05-2022	150.00	150.00
			<b>Total</b>	



# Invoice

Date	Invoice #
1/13/2022	1213

<b>Bill To</b>
Making Waves Academy 4123 Lakeside Ave Richmond CA 94806

P.O. No.	Terms	Project

Item	Quantity	Description	Rate	Amount
RT-PCR	1	Cindy Potts 01-06-2022	200.00	200.00
RT-PCR	1	Armineh Koshkakaran 01-06-2022	200.00	200.00
Antigen	1	Xiang Alichanh 01-06-2022	150.00	150.00
RT-PCR	1	Irma Haydee Cruz 01-06-2022	200.00	200.00
Antigen	1	Kadijah brown 01-06-2022	150.00	150.00
RT-PCR	1	Alexis Cruz 01-07-2022	200.00	200.00
RT-PCR	1	Valerie McKenney 01-07-2022	200.00	200.00
RT-PCR	1	Michael Kavanagh 01-07-2022	200.00	200.00
RT-PCR	1	Josie Beyer 01-08-2022	200.00	200.00
RT-PCR	1	Natalie Crespo 01-08-2022	200.00	200.00
RT-PCR	1	Karla Diaz 01-08-2022	200.00	200.00
Antigen	1	Shantel Livingston 01-08-2022	150.00	150.00
Antigen	1	Kadijah brown 01-08-2022	150.00	150.00
RT-PCR	1	Alton Nelson 01-10-2022	200.00	200.00
RT-PCR	1	Irma Haydee Cruz 01-10-2022	200.00	200.00
RT-PCR	1	Lawrence Lee 01-10-2022	200.00	200.00
Antigen	1	Angela Garay 01-10-2022	150.00	150.00
RT-PCR	1	Damon Edwards 01-10-2022	200.00	200.00
RT-PCR	1	Karen Reyes 01-10-2022	200.00	200.00
RT-PCR	1	Aniceto Leon 01-10-2022	200.00	200.00
RT-PCR	1	chree mimms 01-10-2022	200.00	200.00
RT-PCR	1	Ashley Schauer 01-10-2022	200.00	200.00
RT-PCR	1	Francisco Buenrostro Contreras 01-10-2022	200.00	200.00
RT-PCR	1	Elizabeth Martinez 01-10-2022	200.00	200.00
RT-PCR	1	Cherrie Morales 01-10-2022	200.00	200.00
RT-PCR	1	Meuy Seing Saechao 01-10-2022	200.00	200.00
RT-PCR	1	Rebecca Monroe 01-10-2022	200.00	200.00
RT-PCR	1	Colyn Flynn 01-10-2022	200.00	200.00
RT-PCR	1	Jeff Hazel 01-10-2022	200.00	200.00
Antigen	1	Todd Flournoy 01-10-2022	150.00	150.00
RT-PCR	1	Crystal Banuelos 01-11-2022	200.00	200.00
RT-PCR	1	Alexis Pacheco 01-11-2022	200.00	200.00
RT-PCR	1	TENZIN LY 01-11-2022	200.00	200.00
RT-PCR	1	Jonathan Hemelberg 01-11-2022	200.00	200.00
<b>Total</b>				



# Invoice

Date	Invoice #
1/13/2022	1213

<b>Bill To</b>
Making Waves Academy 4123 Lakeside Ave Richmond CA 94806

P.O. No.	Terms	Project

Item	Quantity	Description	Rate	Amount
Antigen	1	LaMario Scott 01-11-2022	150.00	150.00
RT-PCR	1	Fe Campbell 01-11-2022	200.00	200.00
RT-PCR	1	Maria Arechiga 01-11-2022	200.00	200.00
RT-PCR	1	Armineh Koshkakarayan 01-11-2022	200.00	200.00
RT-PCR	1	Sarah Hillenbrand 01-11-2022	200.00	200.00
RT-PCR	1	Stefhanie Munos Rivera 01-11-2022	200.00	200.00
RT-PCR	1	Carmen Velarde 01-12-2022	200.00	200.00
RT-PCR	1	Ashley Schauer 01-12-2022	200.00	200.00
Antigen	1	Irma Haydee Cruz 01-12-2022	150.00	150.00
Antigen	1	Sarah Daly 01-12-2022	150.00	150.00
RT-PCR	1	Karman Sikand 01-12-2022	200.00	200.00
RT-PCR	1	Vi Cung 01-12-2022	200.00	200.00
RT-PCR	1	Christina Edwards 01-12-2022	200.00	200.00
RT-PCR	1	Benjamin Norton 01-12-2022	200.00	200.00
RT-PCR	1	Clay Courchaine 01-12-2022	200.00	200.00
RT-PCR	1	Joshua Amey 01-12-2022	200.00	200.00
RT-PCR	1	Artemus Jones 01-12-2022	200.00	200.00
RT-PCR	1	Eden Barber 01-12-2022	200.00	200.00
RT-PCR	1	Chinela Key-Baysinger 01-12-2022	200.00	200.00
RT-PCR	1	Carl Michael Delphin 01-12-2022	200.00	200.00
RT-PCR	1	Amanda Rodriguez 01-12-2022	200.00	200.00
RT-PCR	1	Masin Persina 01-12-2022	200.00	200.00
RT-PCR	1	Lawren Keaton 01-12-2022	200.00	200.00
RT-PCR	1	Chelsey Miller 01-12-2022	200.00	200.00
RT-PCR	1	Celeste Huizar 01-12-2022	200.00	200.00
RT-PCR	1	Jesse Mazza 01-12-2022	200.00	200.00
RT-PCR	1	Alexandra Morte 01-12-2022	200.00	200.00
RT-PCR	1	Chandra Flores 01-03-2022	200.00	200.00
RT-PCR	1	Mark Anthony Aduviso 01-03-2022	200.00	200.00
<b>Total</b>				\$32,350.00

# Coversheet

## Slides Presented at Board Meeting

**Section:** VI. Day-of Presentation Slides (MWA Board: Do Not Read in Advance)  
**Item:** A. Slides Presented at Board Meeting  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Copy of Board Meeting\_January 27 2022.pdf



# MWA Board Meeting

## January 27, 2022

Powered by BoardOnTrack



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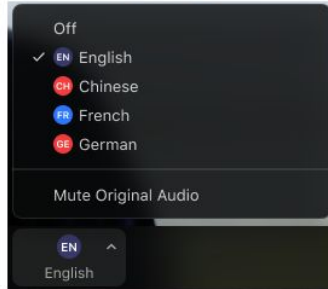
# Activating Interpretation / Activar Interpretación

## 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.

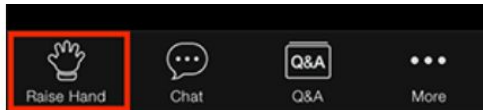
## Computer

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: Student Interviews

## January 27, 2022



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# Deep Dive: FPA/Services

Presenter(s): Drs. Fruge & Green-Fruge

Date: 1/27/2022

Powered by BoardOnTrack



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# COLLABORATIVE PARTNERSHIP

## Board of Directors Presentation

*Outcomes for mental health services provided to Making Waves Academy during the 2020/2021 AY*

*Created by Dr. Shawn L. Frugé & Dr. Alexis N. Green-Frugé  
January 27, 2022*

Frugé Psychological Associates, Inc. 1300 Clay Street,  
Suite 600 Oakland, California 94612

[www.fpasolutions.com](http://www.fpasolutions.com) [info@fpasolutions2.com](mailto:info@fpasolutions2.com)

[www.fpasolutions.com](http://www.fpasolutions.com)

## FPA BACKGROUND

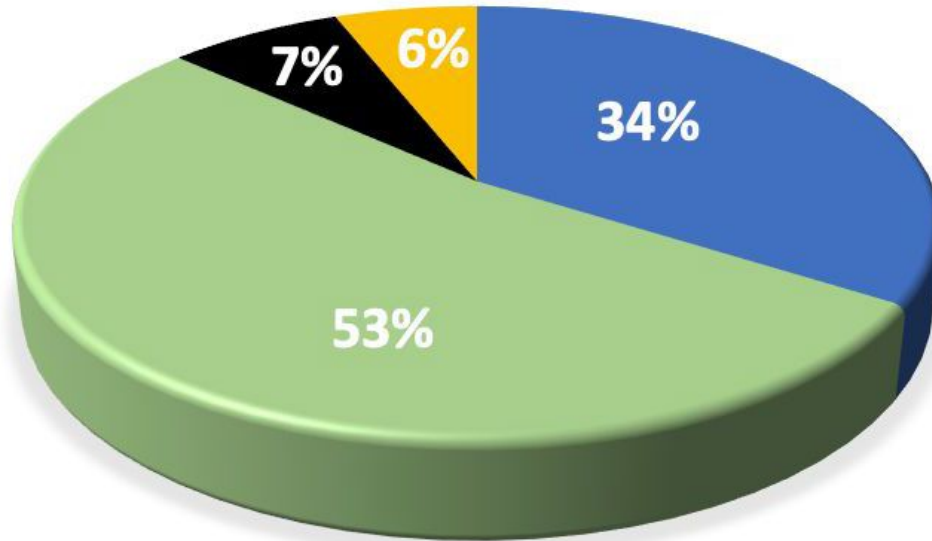
- Full service psychological, consultation, and research corporation
- Founded and established in 2003 by Dr. Shawn L. Frugé and Dr. Alexis N. Green-Frugé
- Products and services are customized and informed by scientific research, and ongoing independent investigation of inner-city youth
- Primary goal is to help students, educators, and organizations realize their fullest potential
- Nationally accredited doctoral training program for persons who desire to work effectively with urban youth in school settings

## THE STORY BEHIND MWA VISION

- Approximately 30% to 50% of WMs meet criteria for a psychiatric illness outlined in the Diagnostic and Statistical Manual for Mental Disorders, Fifth Edition (DSM-5) at some point during academic career
- Ongoing exposure to violence, physical and sexual abuse, drug related crimes, gang activity, poverty, dysfunctional family relations, and migration dynamics precipitate development of mental impairments
- History of the “Iron Triangle” suggests dearth of effective psychological services to mitigate psychological illness
- MWA clinical services are effective in statistically significantly reducing psychiatric symptoms of WMs at alpha of .00.
- Effect sizes or Cohen’s *d* for MWA clinical services range from .70 to 1.58, which is two to four times greater than Kaiser Hospital and local community counseling clinics regarding specific diagnoses

## PRIMARY DSM-5 DIAGNOSES FOR 150-WM

2020/2021 AY



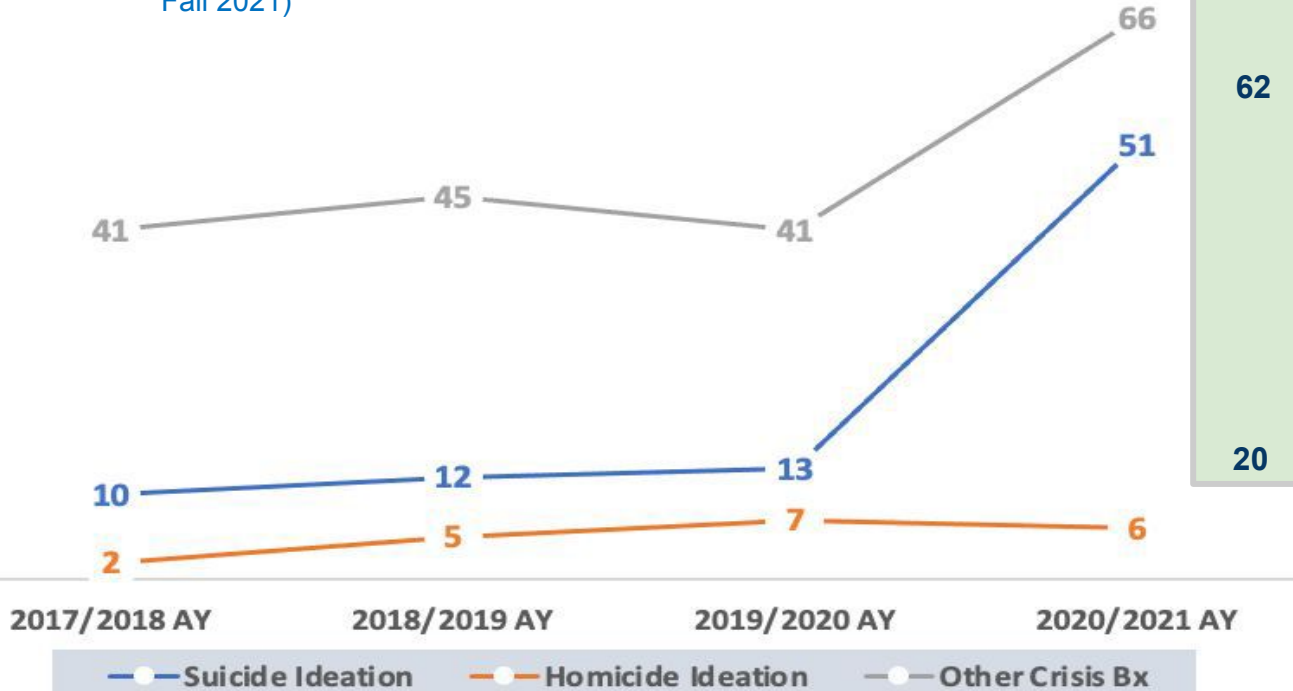
- Persistent Depressive Disorder, Major Depressive Disorder, Disruptive Mood Disregulation Disorder
- Posttraumatic Stress Disorder, Social Anxiety Disorder, Generalized Anxiety Disorder, Panic Attack
- Oppositional Defiant Disorder, Conduct Disorder, Intermittent Explosive Disorder
- ADHD, Autism Spectrum Disorder, Social Pragmatic Communication Disorder



# CRISIS TRENDS FOR 412-RISK/THREAT ASSESSMENTS

(includes all Middle & High School student assessments 2017 thru Fall 2021)

2021/2022  
Projection

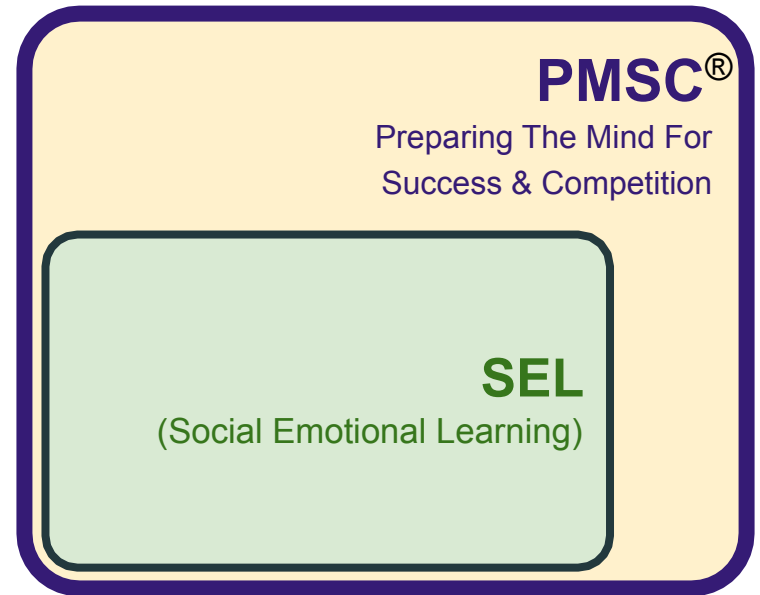


## CRISIS TRENDS FOR 412-RISK/THREAT ASSESSMENTS

Crisis Type	2017/2018 AY	2018/2019 AY	2019/2020 AY	2020/2021 AY	Fall of 2021	TOT
Suicide Ideation	10	12	13	51	31	117
Homicide Ideation	2	5	7	6	10	30
Other Crisis Bx	41	45	41	66	72	265
<b>TOT</b>	<b>53</b>	<b>62</b>	<b>61</b>	<b>123</b>	<b>113</b>	<b>412</b>

# RELATIONSHIP BETWEEN SEL, PMSC,<sup>®</sup> & EDUCATION

- Academic success is influenced by social & emotional factors
- SEL focuses on *Skills* while PMSC<sup>®</sup> focuses on *Competencies* (Skills + mindset, understanding & application)
- PMSC<sup>®</sup> accommodates for cultural & community factors



# HOW PMSC<sup>®</sup> & FPA CLINICAL SERVICES HELPS POSITION MWA FOR FUTURE SUCCESS?

## ERMHS

- Regularly scheduled appts.
- Diagnosis affects learning and social
- Reimbursement

## PMSC<sup>®</sup>

- Competency based
- Culturally relevant
- Performance driven

## PMSC<sup>®</sup> Digital

- In-person and remote learning
- Self-paced
- “Gamification”

thank you!



# MWA Staff Engagement Updates

Date: 1/27/2022



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# High-level Themes

## Respect & Community

## Communication

## Tools & Support

## Student Behavior

Pain points

Staff feeling **lack of community** and not **feeling valued**, particularly with staff turnover

Pressure to be perfect and **fear of admitting mistakes/raising red flags**



- Example solutions
- Community building for students and staff
  - Focus on making people feel valued
  - Make time for collaboration

**Last-minute** communication  
Slow and **opaque decision making**

**Lack of responsiveness** to questions and concerns



- Improved communication from school and leadership
- Add teacher voice to board meetings

**Understaffing** causing extra burden on staff and lack of support for teachers

**Poor planning and lack of systems** leading to disorganization and confusion



- Improve systems and planning
- Hire more supervisors and temps
- Provide more support for new teachers

Challenges with **behavior management** and lack of support

Concern for **student achievement, experience, equity and safety**



- Set expectations for students, have consequences
- Hire more deans

# Board Follow-up Steps COMPLETED

- Detailed reports provided to the CEO and Senior School Director
- Follow-up email sent by Alicia to staff prior to Thanksgiving
- A presentation was shared with the full board and discussed at DEC mtg.
- Board members engaged on the project debriefed with Alton



# CEO Items COMPLETED to Date

- Alton shared detailed reports from the sessions with executive leaders
- Alton discussed the report and received feedback from senior leaders
- Alton requested an additional meet with the Board members involved
  - o Alton shared reflections, thoughts, and key takeaways (as well as the COO)
  - o Alton shared next steps to be taken and near-term priorities
  - o Alton asked for the metrics, data, and information wanted to show progress

# Next Steps – Status Report

Steps	Status	Comments
<i>Share this presentation with all staff</i>	<b>Completed</b>	<ul style="list-style-type: none"> <li>Shared my thoughts and validated report in CEO address before the break.</li> </ul>
<i>Leadership will engage with staff on findings</i>	<b>Pending</b>	<ul style="list-style-type: none"> <li>Given the timing and fatigue of staff, this has not been undertaken. Rather than share report, will share plans. Have to do both “showing” and “telling”.</li> </ul>
<i>Board members on the project will hold a second discussion with Alton on short/long term fixes</i>	<b>Completed</b>	<ul style="list-style-type: none"> <li>In process to see if anything was missed and that the approach seems solid in addressing the concerns raised.</li> </ul>
<i>Leadership will develop tactical plans for shorter term items and strategic plans for larger issues</i>	<b>In process</b>	<ul style="list-style-type: none"> <li>General steps being led by CEO and COO to be targeted and specific in tactical plans focused on communication, clarity, timeliness, and evidence of action. Strategy will take longer to develop given competing priorities for time. Staffing actions.</li> </ul>
<i>Position for reset in Semester 2</i>	<b>In process</b>	<ul style="list-style-type: none"> <li>Some resets proposed (EWJ) with CEO and COO pushing in to support.</li> </ul>
<i>Explore ways to make sure the board regularly hears teacher perspectives</i>	<b>In discussion</b>	<ul style="list-style-type: none"> <li>Some thoughts on how to include teacher voice in the Board reports. Board is discussing additional ways.</li> </ul>



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# LCAP Supplement & Mid-Year Update

**Presenter(s): Dr. E. Ward-Jackson and Ms. Micah Stilwell**  
**Date: January 27, 2022**

# Table of Contents

1. Introduction
2. LCAP Supplement
3. Mid-year updates:
  - a. Progress toward LCAP Goals/Outcomes
  - b. LCAP Actions (Expenditures and Implementation) update
4. Questions and discussion





# Overview of Requirements

As part of the state budget passed this summer, the legislature tasked each LEA with presenting to their governing board:

- 1) One-time **supplement** to the LCAP, related to additional state and federal monies that became available after the LCAPs were submitted in June.
- 2) **Mid-year update** on measurable outcomes, actions, and expenditures related to our 21-22 LCAP.



# Guiding Questions

- Based on these updates, what do you recommend we start, stop, or continue this year, to build on our successes and/or respond to identified needs and challenges?
- Based on these updates, what revisions should we make (to goals, metrics, desired outcomes, or actions) to the next (2022-23) LCAP, in order to build on our successes and/or respond to identified needs and challenges?

# LCAP Supplement





# One-time supplement to the 2021-22 LCAP

(Executive Summary; see full language of the Supplement in the Board Packet)

01

We will engage with educational partners (via a survey of families and staff) on the use of new state funds (e.g., concentration grant, COLA increase, ELO grant).

02

We are using additional concentration grant funds to increase on-site substitute teacher staffing to provide student services.

03

We engaged with educational partners (families & staff) in meetings and in surveys on the use of new federal funds (e.g., ESSER III), identifying approaches to prioritize.

04

We have benefited from our on-site nurse and COVID-response team and continue to offer rigorous, holistic instruction. Challenges remain related to staffing vacancies and covid-related absences/quarantines.

05

Our 21-22 use of fiscal resources remains consistent with our 21-22 LCAP plan.



# LCAP Mid-year Updates





# This mid-year update to the 21-22 LCAP includes:

- Updates on the Budget Overview for Parents
- LCAP Actions Expenditure and Implementation Update
- 2021 Progress toward LCAP Goals (LCAP outcomes)
- Educational Partner Input (Board discussion)

*Please see the board packet and appendix for detailed tables for each of these.*



# Mid-Year Updates

(see appendix in [board report](#) for details/tables)



## Goal

What are we trying to achieve? (8 state priorities)



## Metrics and Outcomes

*Where have we been?*  
(past data)  
*Where are we now?*  
(mid-year data)  
*Where are we going?*  
(desired outcomes for 2023-4)



## Actions

Are the actions:  
**Not started**  
**In need of support**  
**On Track**  
**Complete**



## Expenditures

What have been our expenditures thus far, related to our LCAP goals and actions?



# Our 8 LCAP Goals are aligned with the 8 state priorities:



Priority 1:  
Basic  
Conditions

Priority 2:  
State  
Standards

Priority 3:  
Parent  
Involvement

Priority 4:  
Pupil  
Achievement

Priority 5:  
Student  
Engagement

Priority 6:  
School  
Climate

Priority 7:  
Course  
Access

Priority 8:  
Other Pupil  
Outcomes

## LCAP Goals, Mid-year Outcomes, and Actions: Challenges

The continuing pandemic has led to challenges across multiple LCAP goals, including:

- ❖ Increase in student absences and chronic absenteeism, due in large part to quarantines.
- ❖ Student behavioral challenges related to return to school in context of more than a year away in distance learning and other covid-related stressors.
- ❖ Some declines in student-achievement (test) data, during and coming out of distance learning.
- ❖ Increase in staff absences and vacancies.

Vacancies (e.g., in teacher positions, Holistic Services, ELD Coordinator) have led to challenges across multiple LCAP Goals, including:

- ❖ Leaders serving as substitute teachers, which has prevented full enactment of some leadership role responsibilities (e.g., limited ability to conduct observations and provide real-time and targeted support).

## LCAP Goals, Mid-year Outcomes, and Actions: Successes

Despite these challenges, there are many successes to celebrate:

- ❖ Graduation rates continuing to exceed state and county rates.
- ❖ Significant increases in supports offered through Social Worker department.
- ❖ Maintaining robust offering of courses, allowing students to complete high school graduation and UC/CSU required courses in a timely way.

We are responding to many of the challenges with both short-term and long-term strategies:

- ❖ Expanding our on-site substitute teacher pool from 2 teachers to 11 teachers.
- ❖ Creating pathways for recruiting teachers and assisting teachers through their credentialing process through our teacher residency program with Alder and our teacher induction program with the County.
- ❖ Hired additional school nurse and social worker, to help ensure both the physical and social-emotional health and safety of our students/school community.

# Questions and Discussion





# Discussion Questions

- Based on these updates, what do you recommend we start, stop, or continue this year, to build on our successes and/or respond to identified needs and challenges?
- Based on these updates, what revisions should we make (to goals, metrics, desired outcomes, or actions) to the next (2022-23) LCAP, in order to build on our successes and/or respond to identified needs and challenges?



A photograph of graduates in blue gowns and stoles. The stoles are colorful and feature the text "CLASS OF 2019". The graduates are standing in a line, and the image is overlaid with a semi-transparent blue filter.

# Thank You!