Making Waves Academy

June Board Meeting

Date and Time

Monday June 13, 2022 at 10:30 AM PDT

Location

Please click the link below to join the webinar:
https://mwacademy.zoom.us/j/84596467191?pwd=ZUZaRGMzVmhXeVRaMVVlNGxsd1lTZz09
Passcode: 580560
Or One tap mobile :
US: +16699006833,,84596467191#,,,,*580560# or +13462487799,,84596467191#,,,,*580560#
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: 845 9646 7191
Passcode: 580560
International numbers available: https://mwacademy.zoom.us/u/ksR4hmfxV

- HAGA CLIC AQUÍ para acceder a la agenda y portadas en español/CLICK HERE to access agenda and cover sheets in Spanish: https://bit.ly/3tyzTF0
- HAGA CLIC AQUI para acceder el reporte escolar/CLICK HERE to access the school board report in Spanish: https://bit.ly/3tx7RJY

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 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 meting 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.***
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    - *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 publico 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** en inglés o español.*
    - *En su solicitud:*
        - *Incluya su nombre para que pueda ser llamado cuando sea su turno de hablar.*
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- *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.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**10:30 AM**

Opening Items

A. Call the Meeting to Order — Alicia Klein

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

B. Record Attendance — Alicia Klein — 1 m

Roll call and verification of quorum.

C. Board Findings Pursuant to Government Code Section 54953(e) — Vote — Elizabeth Martinez — 1 m

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. Remarks by Board President — Discuss — Alicia Klein — 10 m

General remarks by the Board President.

E. Public Comment — Alicia Klein — 20 m

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II. Standing Reports — 11:02 AM

A.	Mission Connection: MWA Alumni Video	FYI	Jon Siapno	20 m
	MWA Alumni perspective on college and/or career post-MWA			
B.	ASB Update	FYI	Jon Siapno	10 m
C.	Deep Dive: College Admissions Data and Other Post-Secondary Plans	Discuss	Jon Siapno	20 m
D.	CEO Report	Discuss	Alton B. Nelson Jr.	5 m
	Board members will have an opportunity to ask questions about the CEO written report.			
E.	Q&A on Written Chief Operating Officer Report (COO)	Discuss	Elizabeth Martinez	10 m
	Board reviews and asks questions about the COO's written report.			
F.	Q&A on Written Finance Report (CFO)	Discuss	Wallace Wei	5 m
	Board members will have an opportunity to ask questions about the contents of the written report.			

		Purpose	Presenter	Time
G.	Break			10 m
III.	**Non-Action Items**			**12:22 PM**
A.	College and Career Center	Discuss	Jon Siapno	15 m

- Analysis of new CCC strategy pilot(s)
- CAP's revised strategies for MWA grads
- MWA alumni engagement

B.	Public Comment - Non-Action Items & Action Items	FYI	Alicia Klein	10 m
C.	Advisory Committee Updates	Discuss	Alicia Klein	5 m

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

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

IV.	**Action Items**			**12:52 PM**
A.	Board Minutes: May 5, 2022 Board Meeting	Approve Minutes	Alicia Klein	1 m
B.	Committee Minutes: June 2, 2022 Finance Advisory Committee	Approve Minutes	Alicia Klein	1 m
C.	CA School Dashboard Local Indicators	Discuss	Carmen Velarde	7 m

Presentation on this year's local indicators.

D.	Approve the 2022-23 Local Control and Accountability Plan (LCAP)	Vote	Molly Moloney	1 m

		Purpose	Presenter	Time
	The board will vote on approving the 2022-23 LCAP, which was previously presented and discussed at a public hearing at the May board meeting. Fiscal impact: Estimated $13,000,000			
E.	Approve FY2022-23 Budget	Vote	Wallace Wei	1 m
	Education Code 42127 requires that Making Waves Academy files an adopted operating budget for all funds with Contra Costa County Office of Education by July 1, 2022. Fiscal impact: Approximately $33M.			
F.	Vendor Invoices for April 2022	Vote	Hung Mai	1 m
	Vendor Invoices for April 2022			
G.	Nob Hill Catering, Inc. Renewal	Vote	Maria Arechiga	1 m
	Contract for vended meals for students for the 2022-23 school year. Fiscal impact: $ $480,500			
H.	Pachecho's Cleaning Contract	Vote	Maria Arechiga	1 m
	Custodial contract for the campus for the 2022-23 school year. Fiscal impact: $620,000			
I.	Renaissance Renewal Agreement	Vote	Damon Edwards	1 m
	Accelerated Reader and Schoolzilla are products made by Renaissance. Accelerated Reader is a web-based platform for K-12 schools for monitoring the practice of reading. Schoolzilla is a web based data warehouse platform that pulls in data from various sources and provides real-time dashboards and analyses to our school leaders and staff. Fiscal impact: $31,360.60			
J.	CDW Cisco Smartnet Annual Renewal Agreement	Vote	Damon Edwards	1 m
	Cisco Smartnet support contracts provide technical and hardware warranty support for all network and firewall equipment utilized across the MWA campus.			

		Purpose	Presenter	Time

Fiscal impact: $66,458.40

K. Fruge Psychological Associates Renewal — Vote — Alton B. Nelson Jr. — 1 m

Renewal of contract with FPA for contracted psychological services for students.
Fiscal Impact: $587,065

L. RT Fisher Renewal — Vote — Alton B. Nelson Jr. — 1 m

Renewal of contract with RT Fisher, intervention services consultant.
Fiscal Impact: $82,500

M. CharterSAFE Proposal 2022-2023 — Vote — Fe Campbell — 1 m

This proposal reflects the continued services that MWA will utilize as part of the limited CharterSafe membership for coverage effective 7/1/22 through 7/1/23.

Fiscal impact: $210,855.00

N. CIF Ratification Form — Vote — Jeff Hazel — 1 m

O. Approve Schedule of Board Meetings for 2022-2023 — Vote — Alicia Klein — 1 m

- 9/8/2022 10:30 AM 2:00 PM
- 10/13/2022 4:00 PM 7:30 PM
- 12/8/2022 10:30 AM 2:00 PM
- 1/26/2023 10:30 AM 2:00 PM
- 3/9/2023 10:30 AM 2:00 PM
- 5/4/2023 4:00 PM 7:30 PM
- 6/15/2023 10:30 AM 2:00 PM

P. Updated: Bell Schedule 2022-2024 — Vote — Elizabeth Martinez — 1 m

Review updated bell schedule for 2022-2024. Edits were made to correct the following errors:

- Duration of 5th grade courses were updated to match the time of the classes
- Friday schedules for 4-day weeks were updated to end closer to the regular Friday dismissal times
- Some lunches/breaks were moved around to avoid overlap of 5th/6th & 7th-9th lunches/breaks

		Purpose	Presenter	Time

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	FYI	Ashley Yarbrough	
B.	Documentos traducidos al español/Documents translated to Spanish	FYI	Alicia Klein	

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 articulos incluidos en la agenda, así como el informe escolar que sera escrito por la directora principal de la escuela y sus líderes escolares. Tome en cuenta que no todos los articulos incluyen una hoja de portada; las hojas de portada se crean principalmente para articulos que requieren explicación más allá de la breve descripción del articulo.

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 1:14 PM

A.	Appreciations by the Board of Directors	FYI	Alicia Klein	5 m

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 Board of Directors Meetings 2022-2023	FYI	Alicia Klein

- 9/8/2022 10:30 AM 2:00 PM
- 10/13/2022 4:00 PM 7:30 PM
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- 1/26/2023 10:30 AM 2:00 PM

		Purpose	Presenter	Time

- 3/9/2023 10:30 AM 2:00 PM
- 5/4/2023 4:00 PM 7:30 PM
- 6/15/2023 10:30 AM 2:00 PM

C.	Closed Session	Discuss	Alicia Klein	60 m

- Confidential Student Discipline Matter – Consideration of Potential Expulsion Case No. 2022001

VIII. Closing Items **2:19 PM**

A.	Adjourn Meeting	Vote	Alicia Klein	

Coversheet

Mission Connection: MWA Alumni Video

Section: II. Standing Reports
Item: A. Mission Connection: MWA Alumni Video
Purpose: FYI
Submitted by: Jon Siapno
Related Material: MWA Alumni Spotlight (1).mp4

BACKGROUND:

Atieris Adams, Associate Director of Alumni Engagement, will present a video of Making Waves Academy alumni, followed by a brief discussion.

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

MWA Alumni Spotlight (1).mp4

Coversheet

ASB Update

Section: II. Standing Reports
Item: B. ASB Update
Purpose: FYI
Submitted by: Jon Siapno
Related Material: ASB Board Report - June 2022.pptx

BACKGROUND:

Jamauri Thomas, Student Activities Coordinator, presents an ASB update with newly-elected members for the 2022-23 school year.



ASB Board Report - May 2022

ASB Members

June 16, 2022

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Table of Contents

- Successes
- Challenges
- Priorities
- Questions & Conversation

Successes

Successes

- ASB Elections
  - Lots of campaigning
    - Sense of community
    - Student body involvement
  - New members elected (261 votes for executive positions, 168 votes for Wave rep. positions)
  - Students more familiar with ASB + its role
- Better communication bc of new Student Activities Coordinator
- First All School Meeting
  - Positive feedback from students + staff
    - Engaging
    - Fun games
  - A lot of content fit in
    - Senior walk in/walk out
    - Games
    - Introductions of ASB candidates
  - Members practiced speaking in front of audience w/ confidence

ASB President - Jenissa G.
ASB Vice President - Simren S.
ASB Secretary - Valeria V.
ASB Treasurer - Imuntinyan A.
ASB Marketing Coordinator - Melanie L.
ASB Student Activities Liaison - Yoltzin W.
20th Wave Reps - Joshua C. & Stephany S.
21st Wave Reps - Bryant G. & Ariana H.
22nd Wave Reps - Andrea M. & Fatima C.



Jenissa: My name is Jenissa and I am running for ASB President for the next school year. I can assure you that I am one of the well qualified candidates and have been in ASB for 3 years. During this time, I have learned alot from past presidents. One of the things that inspired me was taking initiative in planning school events and expressing students' voices. I can guarantee you a fun, memorable and epic highschool experience if you vote Jenissa for ASB President!! Thank you!



Simren: Hi everyone! I'm Simren and I'm running to be your next ASB Vice President! If you all elect me, my main priority will be to have more fun school events and celebrations and to center students' voices and feedback! My experiences leading various clubs makes me sure that I'll be able to accomplish this for you all. So, if y'all want an enjoyable next school year and a Vice President who can get things done, make sure to vote for SIMREN as your Vice President! :)



Valeria: As ASB Secretary I ensure that I will keep the student body in order. I will make sure to serve as the bridge between students and staff, in order to have proper communication. I will make sure to pass information from students to ASB, so students can be heard and have a voice as well. Being ASB Secretary is not only about having to keep the student body in place, but also having good advocacy with everyone, in order for ASB and I to plan and organize fun school-wide events!



Imuntinyan: Hello, my name is Imuntinyan. Some fun facts about me is I'm the middle child out of 7 kids and I play basketball, volleyball, and softball. I'm running for Treasurer because I know that I can make a difference in this position. I want to use my leadership skills to make this upcoming school year a better and more inclusive experience for everyone because I know how hard this year has been on our community.

ASB Executive Board
School year 2022-23

Challenges

Powered by BoardOnTrack

Challenges

- ASM
  - Sound system
    - Wired mics
  - Short notice before planning

- Minimal student involvement throughout year
- Scheduling student events due to disrupted school year

Priorities

Priorities

- ASB Summer Retreat
  - Community Building
  - Prepare for Upcoming Events
  - Brainstorm ways to increase student participation
- Work with Ms. Martinez on Master Calendar

Questions & Conversation



MAKING WAVES ACADEMY

RESPECT • SCHOLARSHIP • RESILIENCE • RESPONSIBILITY • COMMUNITY

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Coversheet

Deep Dive: College Admissions Data and Other Post-Secondary Plans

Section: II. Standing Reports
Item: C. Deep Dive: College Admissions Data and Other Post-Secondary Plans
Purpose: Discuss
Submitted by: Jon Siapno
Related Material:
Deep Dive_ College Admissions Data and Other Post-Secondary Plans 06.18.2022 ccc.pdf
Deep Dive_ College Admissions Data and Other Post-Secondary Plans 06.18.2022 ccc (1).pptx

BACKGROUND:

Esau Molina, Associate Director of College and Career Counseling, presents updates and key learnings from this year's post-secondary admission and commitment data.

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College Admissions Data and Other Post-secondary Plans for AY 2021-22

Esaú Molina, Associate Director of College and Career Counseling
Jon Siapno, Director of College and Career Counseling

Making Waves Academy supports a continuum of post-secondary pathways, with an emphasis on college. Each year, it is our goal that 95% of graduates have a post-secondary plan. We are on track to meet that goal. Specifically:

- For the first time, Harvard has admitted one of our seniors! Harvard College accepted just 3.19 percent of applicants this year – the lowest rate in the school's history – as it saw a record high number of candidates apply for the second straight year.
- In the ***19th Wave***, 74 students have been admitted to a 4-year college.
- Of the 11 11th graders in the 19th Wave eligible to graduate, 7 are committing to college.
- We have admission offers from all 9 undergraduate UC campuses.
- 5* students were admitted to *Hack the Hood*, a paid job training program in tech.
- Admits to top-tier institutions include:
    - Harvard University
    - University of Southern California
    - Middlebury College
    - Scripps College
    - Smith College
    - Pitzer College
- 25% of Students who were initially deemed ineligible for CSU (19% of all rising graduates) were accepted under the *Educational Opportunity Program (EOP)*.

Over the years, our graduates have been admitted to increasingly selective institutions like Harvard, Stanford, Columbia, UC Berkeley, UCLA, and USC, confirming that Wave-Makers are irresistible to these schools, even among talented individuals from all walks of life and corners of earth. The real headline, however, goes beyond our Ivy League admits.

At the start of 2021, Making Waves Academy began accelerating its efforts to increase post-secondary support for ALL segments of students: *we improved services for our highest-achievers, yes, but also ramped-up efforts for our students on the cusp of college eligibility, and for those pursuing military enlistment, jobs, trade programs, and apprenticeships*. We affirm that there are multiple ways that a person can become a valuable contributor to the workforce or to their community.

The Class of 2022 has worked hard to get to this point and we are so proud of their achievements. The outcomes we are seeing are also a result of this community and the learning environment we've created right here in Richmond.

Numbers and percentages within this report were accurate as of its time of publication.

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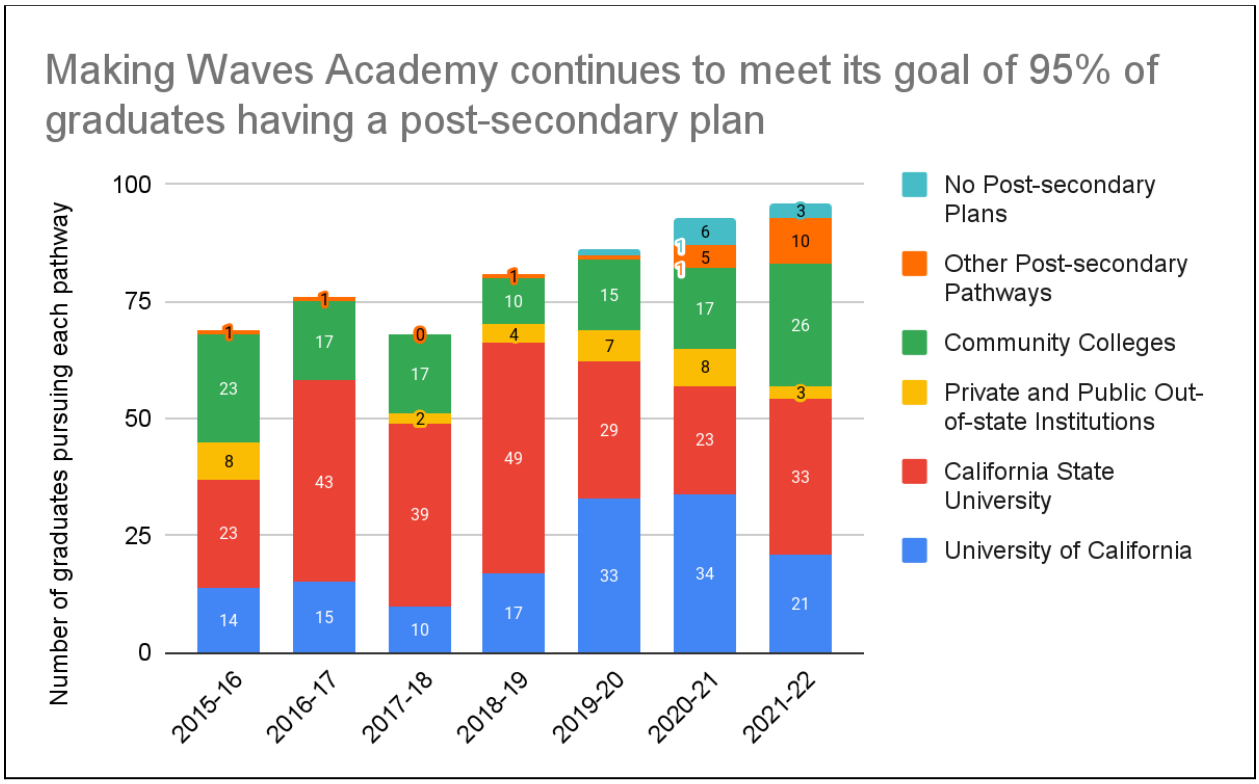
Table 1

Making Waves Academy continues to meet its goal of 95% of graduates having a post-secondary plan.



Numbers and percentages within this report were accurate as of its time of publication. 2

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Table 2

Projected Graduation Rates and Post-secondary Plans

	Rising Graduates		
	12th Graders	11th Graders*	Totals
Total rising graduates at the start of AY 2021-22	**85****	**11**	**96**
Projected graduates by June 2022	77	2	79
Projected graduates attending the June 14, 2022 ceremony	75	2	77
Projected graduates by August 2022	**84**	**10**	**94**
Post-secondary plans among projected graduates			
Projected graduates with a post-secondary plan	**82**	**11**	**93**
Projected graduates committing to college	76	7	83
Projected graduates committing to four-year college	57	-	57
Projected graduates committing to community college	19	7	26
Projected graduates committing to a job or job offer	2	1	3
Projected graduates committing to a trade program	2	3	5
Projected graduates committing to an apprenticeship	1	-	1
Projected graduates committing to a gap year program	1	-	1
Projected graduates with no post-secondary plan	3	-	3
Projected graduates who have opted-in to CAP	79	9	88
Projected graduates who have not opted-in to CAP	6	2	8
Reasons why projected graduates have not opted-in to CAP			
Projected graduates who have not opted-in to CAP	**6**	**2**	**8**
No post-secondary plan	3	-	3
Committing to a job or job offer	1	-	1
Committing to an apprenticeship	1	-	1
Committing to a trade program	-	2	2
Committing to a gap year program	1	-	1

* The juniors who are projected to complete high school this year were retained in a prior year, but may sufficiently accumulate credits to “catch up.”

** The total number of 12th graders at the start of AY 2021-22 may change based on information regarding transfers and drop-outs that are released by the California Department of Education at a later date.

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Table 3

Contextual Factors[1] of Projected Graduates with No Post-secondary Plan

	Students
Projected graduates with no post-secondary plan	**3**
Student-specific	
Teenage motherhood	
Low academic performance and repeating grades	✓
Lack of caring relationships with adults	
Negative peer influence	
Bullying	
Family-specific	
Low family income	✓
Low parent involvement	
Unstable housing	
At-home responsibilities	✓
Stressful family events conflicting home and school priorities	✓
Language differences	
School-specific	
Poor conditions or lack of school facilities	
Low-quality teachers	
Teacher shortages	
Poor student-teacher interactions	
Geographic access to school	
Less challenging courses and student boredom	
Community-specific	
Availability of job opportunities that do not require formal schooling	
Unsafe neighborhoods	
Low compulsory education requirements	
Lack of social and education support services	

[1] This table indicates contextual factors of graduates with no post-secondary plan, based on a review of literature from REL Pacific that identified factors contributing to non-enrollment and chronic absenteeism. In some instances, multiple contextual factors apply to a single student. Source: Black, A. T., Seder, R. C., & Kekahio, W. (2014). Review of research on student nonenrollment and chronic absenteeism: A report for the Pacific Region (REL 2015–054). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. Retrieved from http://ies.ed.gov/ncee/edlabs.

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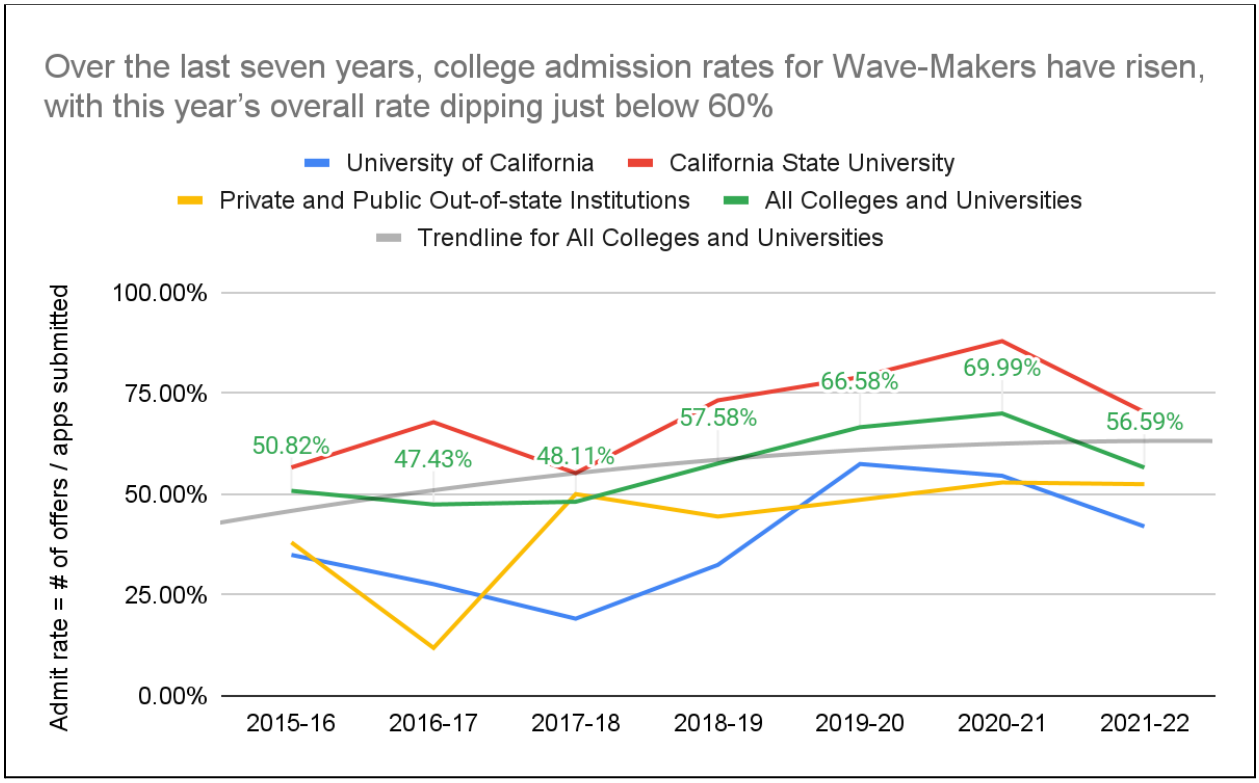
Table 4

Over the last seven years, college admission rates for Wave-Makers have risen, with this year's overall rate dipping just below 60%, which still indicates a favorable mix of offers from target, reach, and safety schools.



Numbers and percentages within this report were accurate as of its time of publication. 5

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Table 5

The Class of 2022 submitted applications to 59 four-year colleges and universities.

Institution Name	MWA Apps Submitted	MWA Admission Offers	MWA Admission Rate
Amherst College Total	1	0	0.00%
Boston University Total	2	0	0.00%
Brown University Total	2	0	0.00%
California State Polytechnic U-San Luis Obispo Total	4	3	75.00%
California State Polytechnic U-Pomona Total	10	7	70.00%
California State University-Bakersfield Total	5	2	40.00%
California State University-Channel Islands Total	1	1	100.00%
California State University-Chico Total	15	11	73.33%
California State University-Dominguez Hills Total	2	1	50.00%
California State University-East Bay Total	64	52	81.25%
California State University-Fresno Total	15	10	66.67%
California State University-Fullerton Total	5	1	20.00%
California State University-Long Beach Total	8	2	25.00%
California State University-Los Angeles Total	15	8	53.33%
California State University-Monterey Bay Total	10	5	50.00%
California State University-Northridge Total	9	5	55.56%
California State University-Sacramento Total	45	36	80.00%
California State University-Stanislaus Total	2	1	50.00%
Claremont McKenna College Total	1	0	0.00%
Colorado College Total	1	0	0.00%
Dartmouth College Total	1	0	0.00%
Dominican University of California Total	2	2	100.00%
Harvard University Total	3	1	33.33%
Hawaii Pacific University Total	1	1	100.00%
Holy Names University Total	4	4	100.00%
Humboldt State University Total	3	3	100.00%
Middlebury College Total	1	1	100.00%
Northern Arizona University Total	3	3	100.00%
Pitzer College Total	1	1	100.00%
Pomona College Total	2	0	0.00%
Princeton University Total	1	0	0.00%
Saint Mary's College Total	1	1	100.00%

Numbers and percentages within this report were accurate as of its time of publication.

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Institution Name	MWA Apps Submitted	MWA Admission Offers	MWA Admission Rate
Saint Mary's College of California Total	5	5	100.00%
San Diego State University Total	10	1	10.00%
San Francisco State University Total	47	41	87.23%
San Jose State University Total	46	28	60.87%
Santa Clara University Total	1	0	0.00%
Scripps College Total	2	2	100.00%
Smith College Total	1	1	100.00%
Sonoma State University Total	21	19	90.48%
Stanford University Total	5	0	0.00%
Swarthmore College Total	1	0	0.00%
Sweet Briar College Total	1	1	100.00%
Tulane University of Louisiana Total	1	0	0.00%
University of California-Berkeley Total	41	5	12.20%
University of California-Davis Total	47	17	36.17%
University of California-Irvine Total	32	7	21.88%
University of California-Los Angeles Total	33	2	6.06%
University of California-Los Angeles (College of L&S) Total	1	1	100.00%
University of California-Merced Total	54	53	98.15%
University of California-Riverside Total	19	11	57.89%
University of California-San Diego Total	17	8	47.06%
University of California-Santa Barbara Total	26	7	26.92%
University of California-Santa Cruz Total	30	15	50.00%
University of Denver Total	1	1	100.00%
University of San Diego Total	1	0	0.00%
University of San Francisco Total	5	5	100.00%
University of Silicon Valley Total	1	1	100.00%
University of Southern California Total	7	2	28.57%
Yale University Total	2	0	0.00%
Grand Total	**698**	**395**	**56.59%**

Numbers and percentages within this report were accurate as of its time of publication.

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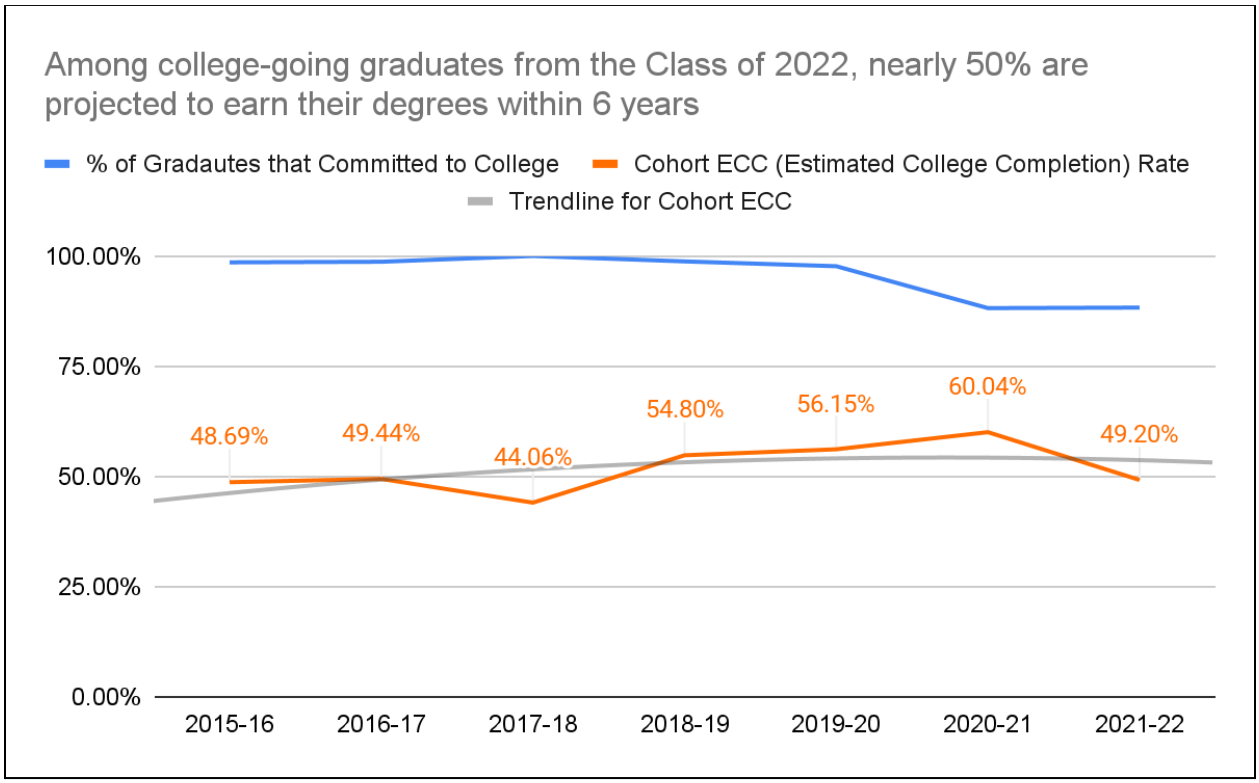
Table 6

Among college-going graduates from the Class of 2022, nearly 50% are projected to earn their degrees within 6 years, slightly slowing our growth expectations for cohort estimated college completion (ECC) rates.



Numbers and percentages within this report were accurate as of its time of publication. 8

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Table 7

Among college-going graduates from the Class of 2022, nearly 50% are projected to earn their degrees within 6 years.

May 1 Commitment (Rising Grads)	Graduation Rate[2]
Harvard University	96.0%
University of California, Berkeley	91.0%
University of California, Los Angeles	91.0%
University of California, Los Angeles	91.0%
University of California, Davis	85.0%
University of California, Davis	85.0%
University of California, Davis	85.0%
University of California, Davis	85.0%
University of California, Davis	85.0%
University of California, Davis	85.0%
University of California, Irvine	85.0%
University of California, San Diego	85.0%
University of California, San Diego	85.0%
University of California, Santa Barbara	81.0%
University of California, Santa Barbara	81.0%
California State Polytechnic University, San Luis Obispo	79.0%
University of California, Santa Cruz	77.0%
University of California, Santa Cruz	77.0%
University of California, Santa Cruz	77.0%

[2] Graduation rates for 4-year institutions are based on IPEDS data received from Bellwether Education Partners for the 2011 cohort of first-time, full-time students seeking a bachelor degree or equivalent (Integrated Postsecondary Education Data System from the National Center for Education Statistics). 6-year graduation rates appear for 4-year institutions, while 3-year graduation rates appear for community colleges, which are based on data from College Scorecard (U.S. Department of Education). According to Bellwether Education Partners, “undermatching” occurs when a student attends a college that is less selective than their credentials would otherwise allow. Students from low-income families are more likely to undermatch when enrolling in college. Less selective institutions often have less financial aid to give, fewer supports for students, and lower graduation rates. Undermatched students face longer odds to complete a post-secondary degree or certificate. Our goal is to match college-going students to institutions with high graduation rates.

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May 1 Commitment (Rising Grads)	Graduation Rate[2]
University of San Francisco	77.0%
California State University, Los Angeles	69.0%
Universal Technical Institute of Northern California	69.0%
California State Polytechnic University, Pomona	66.0%
California State University, Chico	66.0%
California State University, Chico	66.0%
University of California, Merced	64.0%
University of California, Merced	64.0%
University of California, Merced	64.0%
University of California, Merced	64.0%
California State University, Northridge	60.0%
Sonoma State University	58.0%
Sonoma State University	58.0%
Sonoma State University	58.0%
San Jose State University	57.0%
San Jose State University	57.0%
San Jose State University	57.0%
San Jose State University	57.0%
San Jose State University	57.0%
San Francisco State University	54.0%
San Francisco State University	54.0%
San Francisco State University	54.0%
San Francisco State University	54.0%
San Francisco State University	54.0%
California State University, Stanislaus	53.0%
Sacramento State University	48.0%
Sacramento State University	48.0%
Sacramento State University	48.0%
Sacramento State University	48.0%
Sacramento State University	48.0%
Sacramento State University	48.0%
Sacramento State University	48.0%

Numbers and percentages within this report were accurate as of its time of publication.

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May 1 Commitment (Rising Grads)	Graduation Rate[2]
Sacramento State University	48.0%
Sacramento State University	48.0%
Sacramento State University	48.0%
Sacramento State University	48.0%
Sacramento State University	48.0%
California State University, East Bay	42.0%
University of Silicon Valley, Cogswell College	40.0%
Solano Community College	29.0%
Fresno City College	28.0%
Contra Costa College	21.6%
Contra Costa College	21.6%
Contra Costa College	21.6%
Contra Costa College	21.6%
Contra Costa College	21.6%
Contra Costa College	21.6%
Contra Costa College	21.6%
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Contra Costa College	21.6%
Contra Costa College	21.6%
Contra Costa College	21.6%
Contra Costa College	21.6%
Contra Costa College	21.6%
Contra Costa College	21.6%
Diablo Valley College	19.8%
Diablo Valley College	19.8%
Diablo Valley College	19.8%
Diablo Valley College	19.8%
Diablo Valley College	19.8%
Diablo Valley College	19.8%
Diablo Valley College	19.8%
Diablo Valley College	19.8%
Diablo Valley College	19.8%
College of Marin	15.4%

Numbers and percentages within this report were accurate as of its time of publication.



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May 1 Commitment (Rising Grads)	Graduation Rate[2]
Laney College	13.0%
Laney College	13.0%
Laney College	13.0%
Laney College	13.0%
Berkeley City College	10.4%
Berkeley City College	10.4%
Cohort Estimated College Completion (ECC) Rate	**49.2%**

Numbers and percentages within this report were accurate as of its time of publication.



College Admissions Data and Other Post-secondary Plans

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Agenda

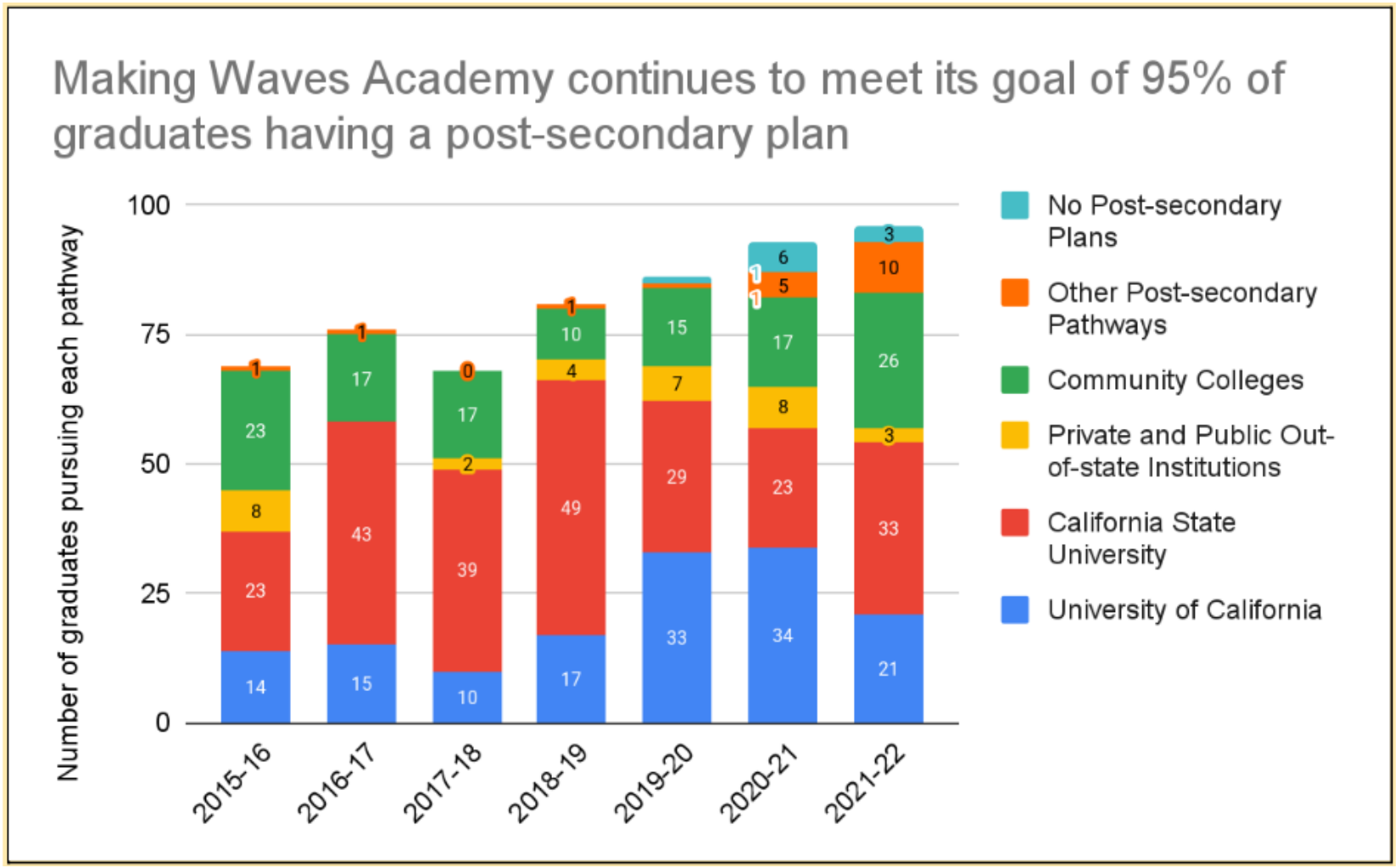
1. Admissions and Commitment Data
2. Learnings and insights (post-pandemic norms)
3. Discussion and Q&A



Admissions and Commitment Data



We affirm that there are multiple ways that a person can become a valuable contributor to the workforce or to their community







We have increased post-secondary support for all students

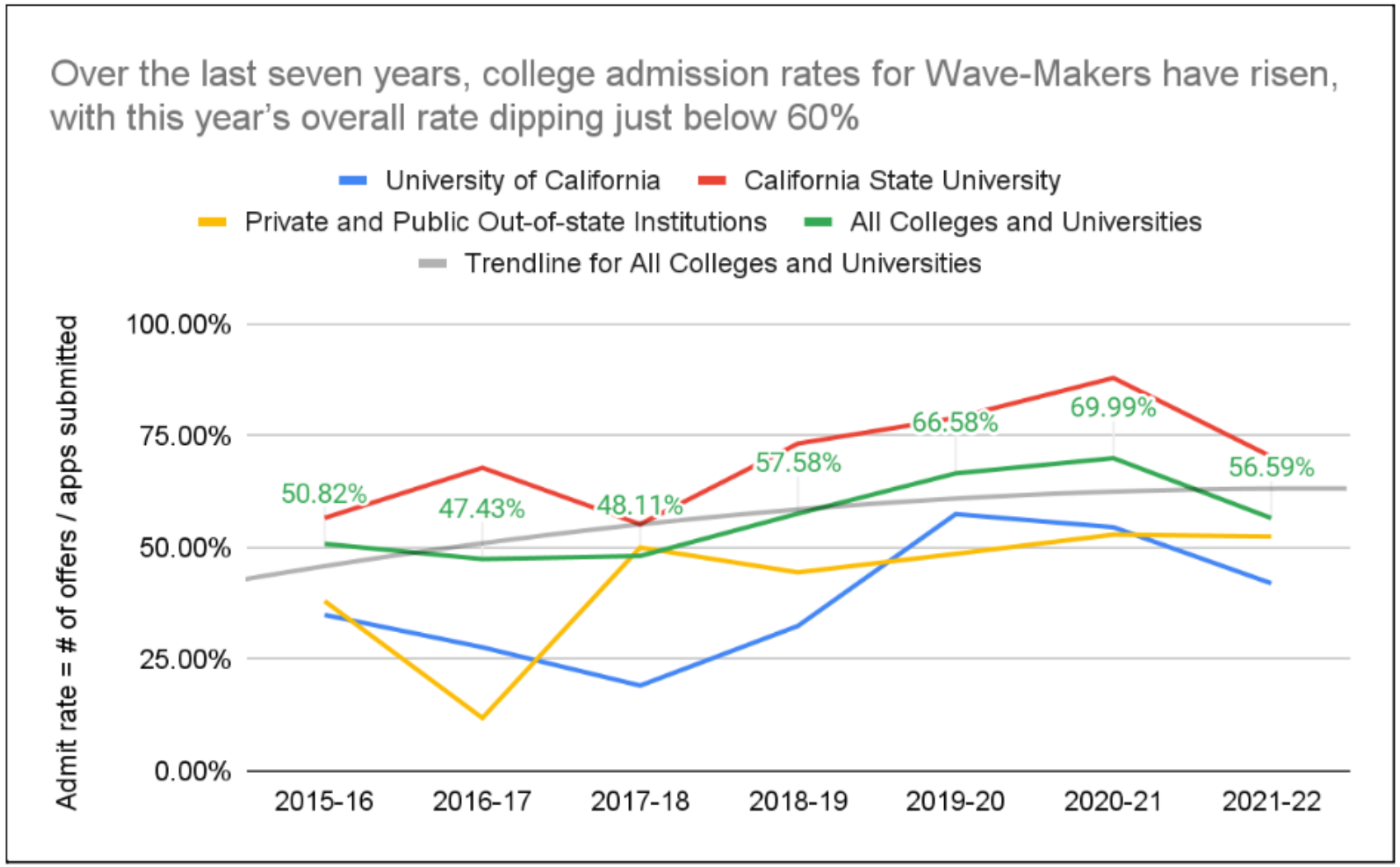
	Rising Graduates		
	12th Graders	11th Graders*	Totals
Total rising graduates at the start of AY 2021-22	**85****	**11**	**96**
Projected graduates by June 2022	77	2	79
Projected graduates attending the June 14, 2022 ceremony	75	2	77
Projected graduates by August 2022	**84**	**10**	**94**
Post-secondary plans among projected graduates			
Projected graduates with a post-secondary plan	**82**	**11**	**93**
Projected graduates committing to college	76	7	83
Projected graduates committing to four-year college	57	-	57
Projected graduates committing to community college	19	7	26
Projected graduates committing to a job or job offer	2	1	3
Projected graduates committing to a trade program	2	3	5
Projected graduates committing to an apprenticeship	1	-	1
Projected graduates committing to a gap year program	1	-	1
Projected graduates with no post-secondary plan	3	-	3
Projected graduates who have opted-in to CAP	79	9	88
Projected graduates who have not opted-in to CAP	6	2	8
Reasons why projected graduates have not opted-in to CAP			
Projected graduates who have not opted-in to CAP	**6**	**2**	**8**
No post-secondary plan	3	-	3
Committing to a job or job offer	1	-	1
Committing to an apprenticeship	1	-	1
Committing to a trade program	-	2	2
Committing to a gap year program	1	-	1

At the start of 2021, we improved services for different segments:

- high-achievers
- students on the cusp of college eligibility
- students pursuing military enlistment, jobs, trade programs, and apprenticeships

Powered by BoardOnTrack

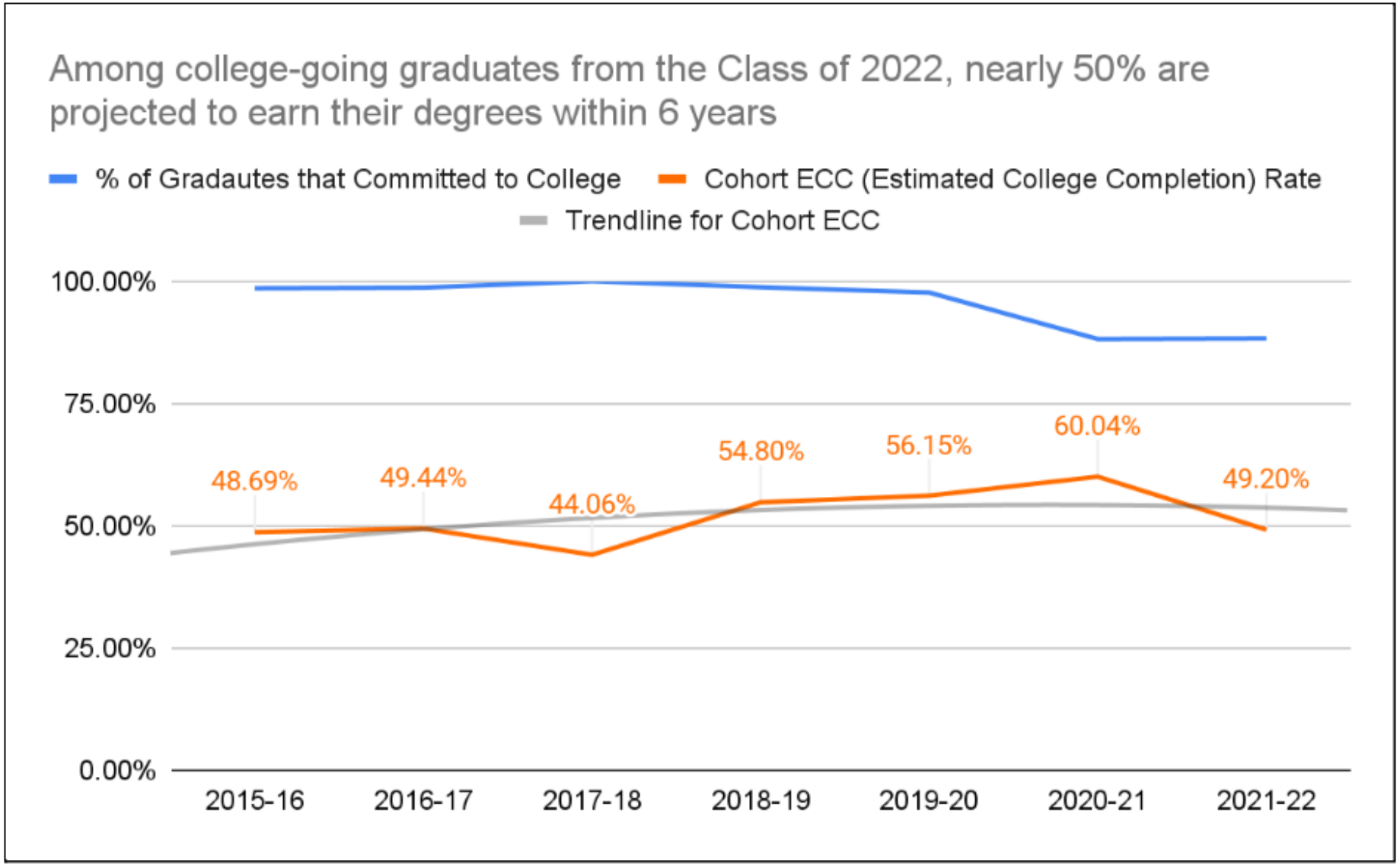
Seniors received a favorable mix of offers from target, reach, and safety schools







Our growth expectations for cohort estimated college completion rates have slightly slowed



Learning and insights

Wave-Makers are considering robust post-secondary options to achieve their life dreams.

- The 19th wave faced unprecedented challenges in college admissions this year which impacted their college admissions, and ECC rates.
- Popularity in trade programs and transfer pathways are continuing to rise - matching the national trend.
- Supporting students in accessing and exploring multiple post-secondary options has developed more student-buy in.
- At MWA we need to continue to focus on the holistic well being of our students, especially rising graduates.
- Strength of curriculum along with extracurricular involvement and exposure to leadership opportunities will provide Wave-Makers leverage in selective college admissions.

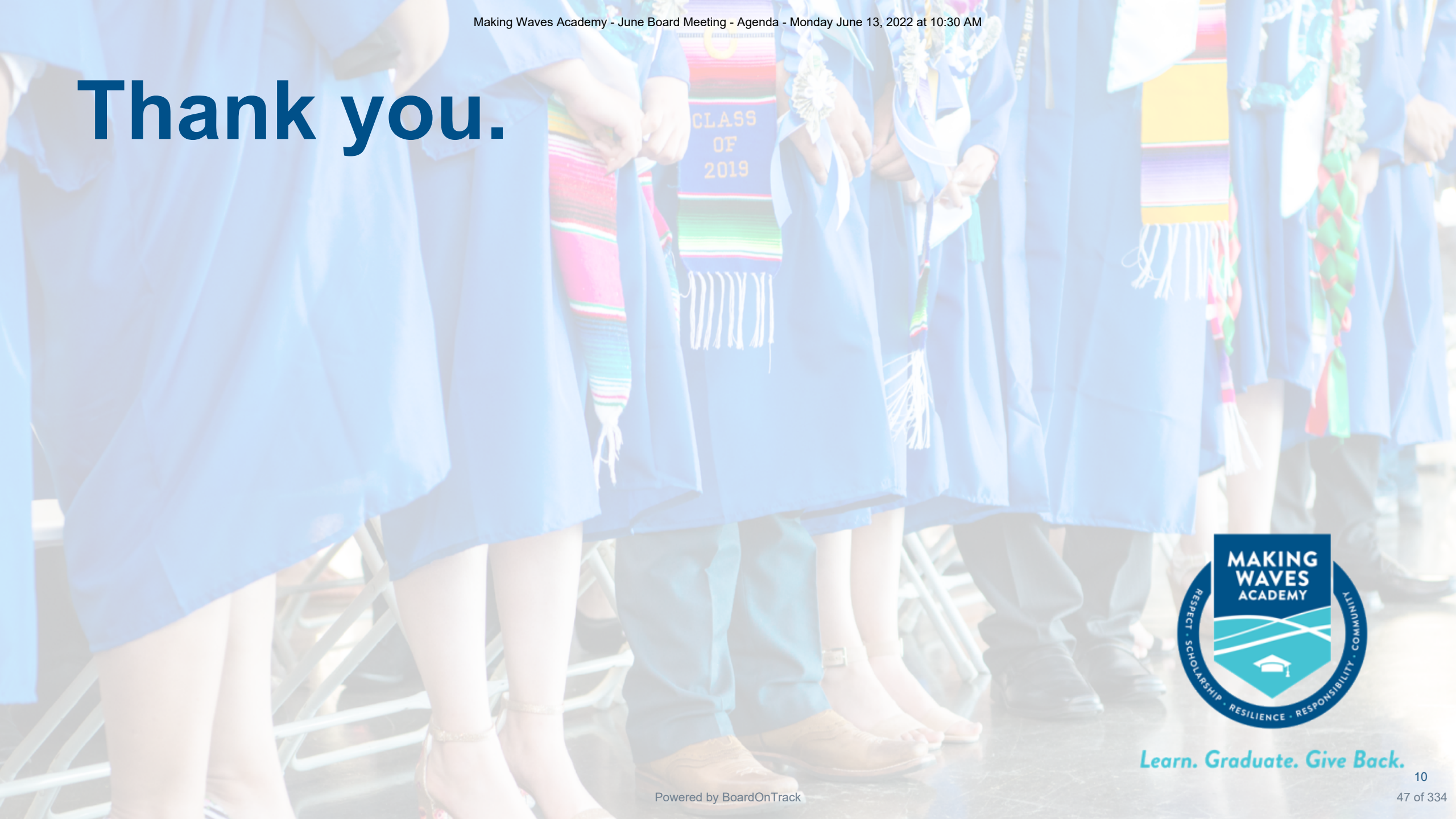






Discussion and Q&A

Thank you.



MAKING WAVES ACADEMY

RESPECT • SCHOLARSHIP • RESILIENCE • RESPONSIBILITY • COMMUNITY

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Coversheet

CEO Report

Section: II. Standing Reports
Item: D. CEO Report
Purpose: Discuss
Submitted by:
Related Material: MWA CEO Report to the MWA Board_JUNE 2022_ABN.pdf

MWA CEO Report to the Making Waves Academy Board

June 2022

2021-22 School Year Close

There is much to celebrate and much to continue to improve upon. The finish line is near. If this were a competition, maybe it would be a triathlon? This year has involved stamina, adaptability, resilience, strategy, an ability to be proficient in multiple disciplines, and an ability to battle against external natural elements, while also battling within yourself to push yourself to meet or beat personal milestones or just not to give up. Just to be clear, let us review some of the key obstacles this year:

- *a return to in-person learning after an 18-month lay-off*
- *Continued COVID surges throughout the year along with quarantines and daily sporadic absences*
- *Late summer, early fall, and mid-year staff resignations*
- *Personnel incidents*
- *Legislation proposed to continue to limit charter school growth, flexibility, and our existence*
- *Days of additional school closure due to staffing shortage, COVID surge, and a water main break*

And, given these challenges, we have been able to celebrate some big wins such as:

- *First Harvard University student admitted, historically high rate for college admissions for seniors, and tracking towards our typically strong high school graduation rate*
- *Continued high interest in our lottery enrollment process (a robust wait lists for all eligible grades)*
- *A COVID testing and contact tracing system that created a sense of safety for over 1,100 students and over 150 full and part-time staff*
- *Hiring over 80 people from July 2021 through April 2022 (an avg. of 9/month)*
- *Meeting our goal of 95% of enrolled students taking various state-mandated assessments*
- *Seeing more funding for COVID relief and other one-time funding increases*
- *Beginning to make material strides in lowering the budget starting with the FY 2022-23 budget*

I really appreciate those staff, faculty, leadership, and families who have continued to persevere with us. Despite the challenges, some of us who remain feel battle-tested and are beginning to see the light at the end of the tunnel. We see the new opportunities presented to us to continue to improve and get better in serving our students and families.

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
Goal #1 *– 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.*	In talking with school leadership, we are in alignment on the focus for strong academic instruction and support for 5th and 6th grades to build a strong foundation that support more access to learning and opportunities as they move through the school. The revamping of the senior leadership structure of the school will empower these new leadership roles to make decisions in the best interest of the student clusters they are responsible for and the accessibility and visibility to be able to more directly support faculty and staff.	**JUNE**
Goal #2 *– 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 have deprioritized this goal for now, 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.	**NA**
Goal #3 *– Assess MWA programs to assess resource allocation levels for the near and medium term to support long term financial sustainability.*	Working with Wallace (MWA CFO) we made significant progress in pivoting in our uses of financial resources. We did this mainly through a reduction in some service provider supports (with additional reductions planned for 2023-24) and through an elimination of some roles. We will continue to review how resources can be optimized for 1) school safety and student/staff support (holistic), 2) instruction that optimizes for early interventions (5th-6th grades) and a reduction over subsequent years in this area, and 3) innovation through test and learn opportunities.	**JUNE**

Strategic Plan Updates

The most recent Senior Leadership Team (SLT – leaders across MWA, MWF and CAP) meeting in May highlighted an evolving shared understanding of our goals with Wave-Makers at various levels (e.g. 5th-12th, college, & career) and the opportunities for alignment. There was loose agreement that "college access and success" needs to expand to be more inclusive in our language and approaches that marry a post-secondary pathway continuum (early career, vocational certification, and other pathways with a continued emphasis on college) with some shared values in working with our students to develop key skills/traits (e.g. a sense of agency). Our discussions feel more authentic, nuanced, and deeper in our understanding of where we are with our work and how much more aligned we are than one year ago.

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: June 2022_COO Board Report.pdf

Board Report

Chief Operating Officer

June 2022

Elizabeth Martinez

Chief Operating Officer

We made it through the last day of school! In other years, we would of course celebrate the completion of the year with happiness but this year it feels different. Beyond the usual challenges schools face throughout the year, this year we were met with a number of challenges related to COVID-19: outbreaks, protocol management, new compliance requirements, vacancies, staff absences, personnel issues, vandalism, and increased student fighting, just to name a few. In spite of this, ***we are ending the year with our first in-person promotion and graduation ceremonies since 2019 with gratitude and a greater sense of accomplishment.***

Here are some highlights of what we (COO Team) accomplished this year:

- ***Consistent testing for all students*** throughout the year (weekly from October-May and bi-weekly from May-June)
- ***No school-wide COVID-19 outbreaks*** (one in grades 5-8 and in two in a single grade level)
- ***No COVID-19 outbreaks amongst our staff***
- ***Met our 95% participation requirement for state testing*** (CAASPP: SBAC, CAST, ELPAC)
- ***Met all compliance requirements*** for state submissions (CALPADS, attendance, LCAP, SARC, teacher credentialing)
- Collaborated with our landlord and ***repaired door access issues across the campus***
- ***Centralized parent communication systems*** to the Central Office
- Administered the ***Staff Satisfaction Survey with a participation rate of 82%***

I could spend pages writing about the accomplishments of the team but my hope is the list above highlights the commitment these folks had to getting to the end of the year. They put their best effort forward to create order during a school year where things were shifting constantly. There were a lot of lessons learned and a lot of “we are not doing this, like this, again next year”. ***Areas of focus for my team next school year are: proactive planning, communication, and systems***.

Over the summer, I will be working with members of my team and others to:

- ***Complete PowerSchool setup processes before August*** 1, teacher’s rosters should be completed.
- ***Address facilities issues and conduct routine maintenance*** over the summer.
- Complete ***office and classroom moves by end of June.***
- ***Update COVID protocols*** for the start of the year.
- ***Update all safety/traffic documentation and resources.***
- ***Communicate key changes to families early*** (bell schedules, traffic changes, COVID requirements).
- ***Implement new tools that will modernize our processes***: the new parent communication tool, Bloomz, a new digital visitor management system and the new behavior management system, Kickboard.
- ***Train and develop Campus Supervisors and the Dean’s Office*** for a strong launch.
- ***Prepare training sessions for new systems*** (August PD).
- ***Finalize calendar of DEI programming*** for the year.
- ***Analyze data from the Staff Satisfaction Survey*** to inform plans for next year.

We have a lot of work to do but I am confident that we will get it done. Additionally, I am excited to welcome the Talent Team to my area. Starting July 1, the Talent Team will report directly to me so that HR and Talent are under the same executive leader. I am excited to work with Talent and HR to further align their efforts in recruiting and retaining top talent. ***While challenging, I learned a lot from this year and I believe I am a better leader for it. I am thankful to my team, the staff and our CEO for their relentless support and all of their contributions this year.***

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: Executive Summary - Governor's May Revise Budget.pdf
Executive Summary - 2022-23 Original Budget- 2nd Draft-FINAL_2.pdf

Executive Summary on the Governor's May Revise Budget Proposal

June 2, 2022

In January, the Governor proposed to increase base funding for LCFF and continue to invest in several initiatives that were initiated in the 2021-22 budget such as expansion of TK, Expanded Learning Opportunities Program (ELOP), and school meals for all. Rather than creating significant new programs, the May Revision generally continues these efforts, and offers significant base adjustments for LCCF, including Hold Harmless projections for current year ADA loss for many schools, and flexible block grants for local priorities. Key items of interest to us in the May Revise include the following:

Hold Harmless: For the current, 2021-22 fiscal year Newsom proposes allowing classroom-based charter schools and school districts to be funded based on their current year enrollment, "adjusted for pre-COVID-19 absence rates in the 2021-22 fiscal year," **For 2022-23 and beyond**, the governor calls for a modified version of his three-year, rolling average proposal, but presumably protecting only school districts and not charter schools. The details of these proposals were not public yet.

LCFF: Funding the increased statutory cost-of-living (COLA) adjustment at **6.56 percent plus boosting the Local Control Funding Formula by an additional $2.1 billion on an ongoing basis**.

New One-Time Block Grant: A massive, $8 billion, one-time, per-pupil block grant that could be used for various one-time purposes, presumably providing over **$1,300 per student** for 2022-23.

Universal Meals Augmentation: Adding $612 million to the $596 million included in the Governor's January budget proposal to augment state meal reimbursement rates when schools implement the universal free meals mandate in 2022-23.

Expanded Learning Opportunities Augmentation (ELOP): Adding $403 million of ongoing funding to this nascent program, for a total of $4.8 billion to require schools to offer 9-hour learning days and add 30 days to the school year. **The governor continues to propose delaying the mandate to implement this program to the 2023-24 school year**.

Teacher Pipeline: Over $1 billion for several existing and new initiatives to expand the supply of teachers.

Next Steps:

The May Revision is typically a fiscal update to the Governor's January Budget. The Legislature must act to accept, reject, or amend the items in the proposal and approve a 2022-23 Budget by the constitutional deadline of June 15. Last year, however, Legislature passed a "fake" one prior to reaching agreement with

Governor, and then substantially revised it and the “trailer bill” later in summer. Experience shows finalizing budget can be most difficult when there is a lot of money available. Therefore, there is a strong possibility that the budget for FY23 won’t be finalized until later in summer as well.

Executive Summary for FY 2022-23 Original Budget (2nd Draft) Report

June 2nd, 2022

Revenues Summary (Compared with the *FY'22 2nd Interim Budget*):

- Government revenues **increased** by **$2,919,733** or **18%.**
- JRSF contributions **decreased** by **$36,921** or **0.3%.**
- Central Office – revenue from shared services **increased** by **$99,186** or **8%**. The Central Office revenue increase is offset by the corresponding increase of MWA shared service expenses.

Expenses Summary (Compared with the *FY'22 2nd Interim Budget*):

- The total expenses **increased** by **$2,981,998** or **10%**.
  - MWA – "School" expenses **increased** by **$2,479,287** or **9%**.
  - Central Office expenses **increased** by **$502,711** or **14%**.

Key Overview for the *FY'23 Original Budget (2nd Draft)*

The following items highlight the **key changes** from the ***FY'22 2nd Interim Budget*** to the ***FY'23 Original Budget (2nd Draft)***:

1. ***Government Revenues***

   The net increase comprised of the following assumptions:

   a. State revenues per pupil increased by 6.56% as per the governor's May Revise budget proposal, up from 5.33% in January estimate
   b. One-time block grant of about $1,300/ADA
   c. Increased enrollment by 70 students, and also assumed higher daily attendance rate (90% vs. 82%)
   d. Added three new grants (Expanded Learning Opportunity Program or ELO-P, Educator Effectiveness Grant, and A-G grant)
   e. Decreased COVID funding, including ESSER II and ESSER III Grants

2. ***Personnel Expense***

   a. Assumed an average of 5% salary COLA increase for faculty and staff
   b. Increased CalSTRS rate from 16.92% to 19.1%
   c. Budgeted full salaries for vacant positions in FY'23 budget vs. prorated salaries in FY'22 2nd interim budget
   d. Net decrease of three positions

3. ***Contract Services***

   a. Additional rent cost for the new Upper School gym
   b. Added utilities and janitorial services for the Upper School gym
   c. Increased tuitions for the four new teacher residents
   d. Reduced COVID testing cost and IT contract services

Summary of Changes Between the 2nd Draft and the 1st Draft of the FY'23 Original Budget

(*Presented to the FAC on April 19th, 2022)*

Compared with the *1st Draft of the FY'23 Original Budget*, the overall expenses decreased by about $1M. The government revenues increased by $1.35M, resulting in a net decrease of JRS contributions of about $2.35M.

- Government revenues **increased** by **$1,353,237** or **7%**.
- Central Office – revenue from shared services **increased** by $15,190 or **1%**. The Central Office revenue increase is offset by the corresponding increase of MWA shared service expenses.
- Expenses **decreased** by **$980,986** or **3%**.
- JRSF contributions **decreased** by **$2,349,414** or **17%.**

GOVERNMENT REVENUES: 2nd Draft vs. 1st Draft of the FY'23 Original Budget – TOTAL CHANGES – INCREASED BY $1,353,237 (7%)

- COLA increased from 5.33% to 6.56%
- One-time grant of $1,300/ADA
- Delay the use of ESSER III funding to 2023-24

EXPENDITURES (MWA/MWAS): 2nd Draft vs. 1st Draft of the FY'23 Original Budget – TOTAL CHANGES – DECREASED BY $980,986 (3%)

I. Salaries and Benefits – Decreased by $1,209,976 (5%)

- Added a SPED Aide
- Added a second school nurse
- Added stipend for staff and faculty
- Eliminated Parent Engagement Coordinator
- Eliminated Maker Space Coordinator
- Eliminated Director of School Culture
- Eliminated Director of Holistic Support Services
- Eliminated Sr. Director of Academic Instruction
- Eliminated Principal (for 2022-23 only and this cost to return for the 2023-24 school year)
- Eliminated 6 On-Site Substitute Teachers
- Removed additional Faculty salary expense to account for extra, make-up school days

II. Supplies – Decreased by $28,000 (2%)

- Saved on staff laptops purchased in FY2022

III. Contract Services - Increased by $256,990 (3%)

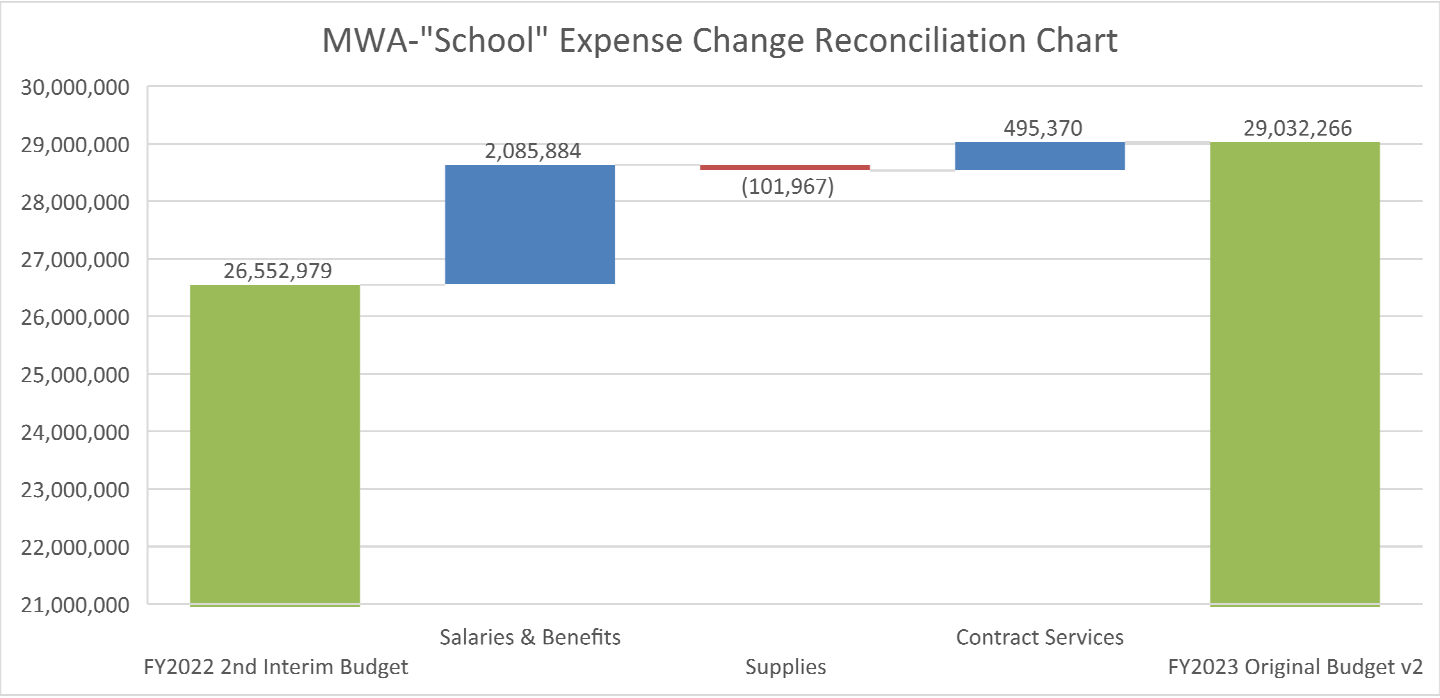
- Reduced RTFisher service agreement
- Added $500,000 as a placeholder for the General Liability Insurance
- Added SEL Online Platform System
- Added marketing expenses
- Added power washing expenses

Appendix A – Summary Financials

FY'23 Original Budget Summary Financials for MWA – "School"

MWA – "School" – Compare *FY'22 2nd Interim Budget* to *FY'23 Original Budget (2nd Draft)*

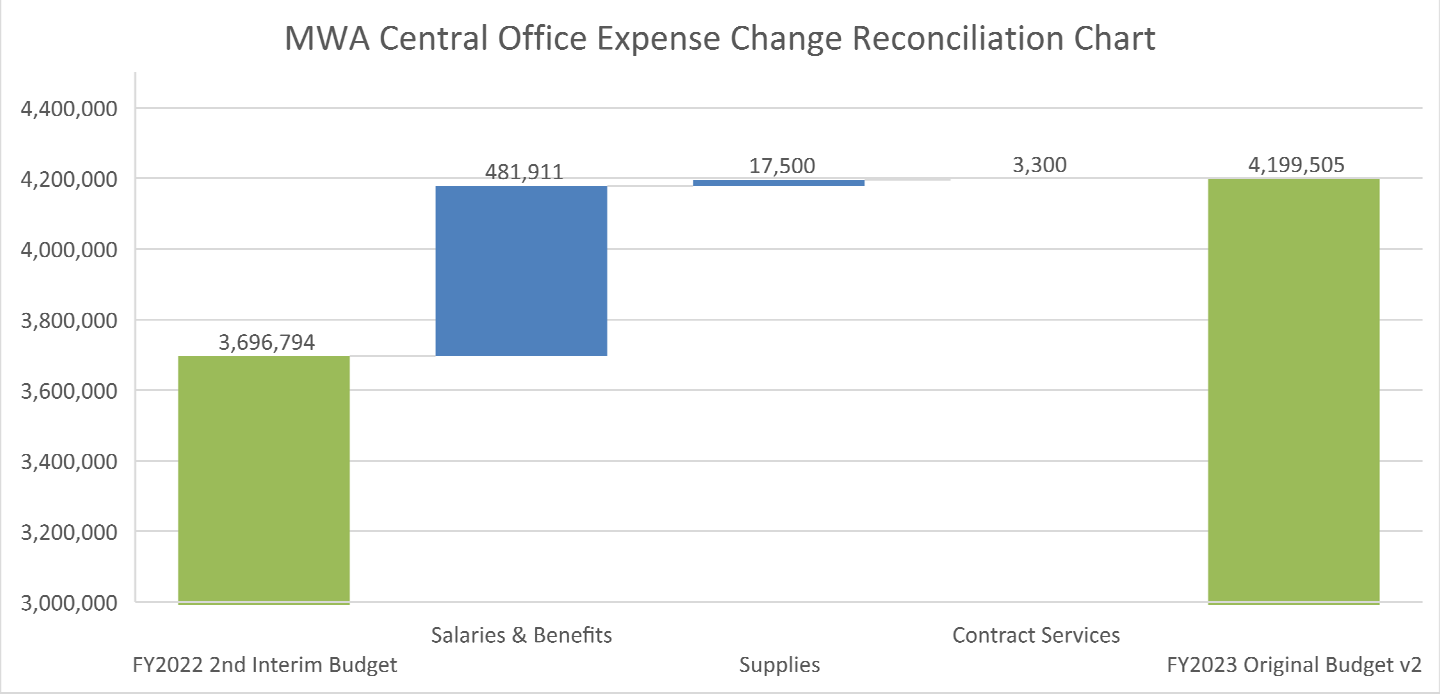
Location	2021-22 2nd Interim Budget	2022-23 Original Budget (2nd Draft)	$ Variance	% Variance
Revenues				
Government	$16,599,205	$19,518,938	$2,919,733	18%
Donation	$1,315,000	$1,315,000	$0	0%
JRSF	$8,688,774	$8,248,328	-$440,446	-5%
Total Revenues	**$26,602,979**	**$29,082,266**	**$2,479,287**	**9%**
Expenses				
Salaries/Benefits	$16,475,542	$18,561,426	$2,085,884	13%
Supplies	$1,141,818	$1,039,851	-$101,967	-9%
Contracted Services	$8,935,619	$9,430,989	$495,370	6%
Total Expenses	**$26,552,979**	**$29,032,266**	**$2,479,287**	**9%**
Revenues – Government per ADA	**$18,010**	**$18,302**	**$292**	**2%**
Expenses – Cost per Student (Exclude CO Fees)	**$22,547**	**$23,395**	**$848**	**4%**



FY'23 Original Budget Summary Financials for MWA – "Central Office"

MWA Central Office – Compare *FY'22 2nd Interim Budget* to *FY'23 Original Budget (2nd Draft)*

Location	2021-22 2nd Interim Budget	2022-23 Original Budget (2nd Draft)	$ Variance	% Variance
Revenues				
JRSF	$2,486,337	$2,889,862	$403,525	16%
Central Office (*Shared Services Allocation*)	$1,210,457	$1,309,643	$99,186	8%
Total Revenues	**$3,696,794**	**$4,199,505**	**$502,711**	**14%**
Expenses				
Salaries/Benefits	$2,826,690	$3,308,601	$481,191	17%
Supplies	$66,050	$83,550	$17,500	26%
Contracted Services	$804,054	$807,354	$3,300	0%
Total Expenses	**$3,696,794**	**$4,199,505**	**$502,711**	**14%**



Appendix B - Detailed Summary of Changes
FY'22 2nd Interim Budget to the FY'23 Original Budget (2nd Draft)

MWA – "SCHOOL" EXPENDITURES: TOTAL CHANGES – Increased BY $2,479,287(9%)

- **Salaries and Benefits – Increased** by **$2,085,884 (13%)**
  - 5% Cost of Living Adjustment (COLA) on salaries
  - Added stipend for faculty and staff
  - CalSTRS employer contribution rate expected to increase from 16.92% to 19.1%
  - Assumed full salaries for vacant positions in FY'23 vs. prorated salaries in FY'22 2nd interim budget
  - Eliminated various one-time COVID related expenses such as COVID bonuses
  - Removed Faculty salary increase for extra school days
  - Added new positions (17):
    1. Associate Director of Early College
    2. Attendance Officer
    3. Behavior Specialist
    4. Director of Categorical Programs
    5. Humanities Lead Teacher
    6. Nurse
    7. Performing Art Teacher
    8. SPED Instructional Aide
    9. SPED Resource Teacher
    10. 4 Teacher Residents
    11. User Application Administrator
    12. 3 Assistant Principals
  - Eliminated positions (21):
    1. 4 Teachers
    2. 2 Directors of Academic Instruction
    3. Director of School Culture
    4. Maker Space Coordinator
    5. 10 On-Site Substitute Teachers
    6. Parent Engagement Coordinator
    7. Senior Director of Academic Instruction
    8. Senior School Director

- **Supplies – Decreased** by **$101,967 (9%)**
  - Reduced textbooks by shifting toward e-Textbooks for which costs are lower
  - Saved on IT network infrastructure hardware and installation cost for US building 5 (US gym)
  - Added sports supplies for the new US gym

- **Contracted Services** – **Increased** by **$495,370 (6%)**
  - Increased premium for the new general liability outside of CharterSafe
  - Increased janitorial services for the new US gym
  - Increased school rent due to higher SB 740 School Facilities Funding rate
  - Added tuition for the four new teacher residents
  - Added SEL Online Platform System
  - Added marketing expenses
  - Added power washing
  - Decreased COVID Testing

- Decreased IT contract services

CENTRAL OFFICE EXPENDITURES: TOTAL CHANGES – Increased BY $502,711 (14%)

I. Salaries and Benefits – Increased by $481,911 (17%)

1. 5% Cost of Living Adjustment (COLA) on salaries
2. Budgeted full salaries for vacant positions in FY'23 vs. prorated salaries in FY'22 2nd interim budget
3. Added HR Generalist

II. Supplies – Increased by $17,500 (26%)

1. Increased IT supplies

III. Contracted Services – Decreased by $3,300 (0.4%)

1. Reduced contract services to match spending trend

Making Waves Academy
Budget FY2023

MWA - "School"
Original Budget 2nd Draft

	A	B	C	E	H	K	L	M
2	**Acct #**	**Account/Title**	**FY2022 2nd Interim Budget (A)**	**FY2023 Original Budget v1**	**FY2023 Original Budget v2 (C)**	**Variance FY23 Original v2 vs. FY22 2nd Interim (C-A)**	**% Variance (C) vs. (A)**	**Notes**
3		**Income**						
4	8011	State Aid - General Apportionment	5,432,154	7,033,146	7,185,043	1,752,888	32%	6.56% COLA; enrollment increased; and ADA increased from 82% to 90%
5	8012	Education Protection Account Entitlement	1,944,830	2,205,796	2,205,796	260,966	13%	
6	8096	In Lieu of Property Taxes	3,156,599	3,705,590	3,705,590	548,991	17%	
7	8181	Special Education - Federal	115,005	133,264	133,264	18,259	16%	
8	8220	Child Nutrition Programs - Fed	388,741	410,421	410,421	21,680	6%	
9	8262	Federal - ESSER Funding II	723,094	300,000	481,848	(241,246)	-33%	Reduced ESSER II and ESSER III
10	8263	Federal - ESSER Funding III	1,366,457	466,458	100,000	(1,266,457)	-93%	
11	8290	Federal Title I - Basic Grant	308,648	378,856	378,856	70,207	23%	
12	8295	Federal Title II - Teacher and Principal Training	46,165	56,665	56,665	10,501	23%	
13	8296	Federal Title III - LEP	34,052	41,046	41,046	6,994	21%	
14	8297	Federal Title IV - Part A - Student Support	22,601	22,601	22,601	-	0%	
15	8311	State - Special Education	657,829	762,272	762,272	104,444	16%	Revenue increased from $625/ADA to $715/ADA
16	8520	Child Nutrition Programs - State	25,871	27,314	27,314	1,443	6%	
17	8525	Expanded Learning Opportunity Grant	568,553	207,393	207,393	(361,160)	-64%	
18	8526	Expanded Learning Opportunities Program (ELOP)	-	332,310	332,310	332,310		New grants for 2022-23
19	8527	Educator Effectiveness	-	80,527	80,527	80,527		
20	8528	A-G Grant	-	96,154	96,154	96,154		
21	8529	One-Time Block Grant	-		1,385,950	1,385,950		New grant proposed in the Governor's May Revise Budget
22	8545	School Facilities Lease Rmbsmnt SB740	1,060,346	1,311,597	1,311,597	251,250	24%	Enrollment increased, and ADA increased from 82% to 90%
23	8550	Mandate Block Grand Funding CA	28,827	28,418	28,418	(409)	-1%	
24	8560	State Lottery	209,769	243,074	243,074	33,305	16%	
26	8592	After School Program Grant	203,483	-	-	(203,483)	-100%	Replaced ASES grant with ELO-P grant (account # 8526)
27	8621	Measure G Parcel Tax	306,181	322,798	322,798	16,617	5%	
30	8980	Contribution - Unrestricted	1,200,000	1,200,000	1,200,000	-	0%	
31	8981	John Regina Scully (JRS)	8,688,774	10,611,552	8,248,328	(440,446)	-5%	
32	8986	School Supplies	6,000	6,000	6,000	-	0%	
33	8988	In-Kind Donations	9,000	9,000	9,000	-	0%	
34	8990	Contribution - Restricted	100,000	100,000	100,000	-	0%	
36		**Total Income**	**26,602,979**	**30,092,252**	**29,082,266**	**2,479,287**	9%	
37								

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2	**Acct #**	**Account/Title**	**FY2022 2nd Interim Budget (A)**	**FY2023 Original Budget v1**	**FY2023 Original Budget v2 (C)**	**Variance FY23 Original v2 vs. FY22 2nd Interim (C-A)**	**% Variance (C) vs. (A)**	**Notes**
42		**Expenses**						
43	1100	Teacher Salaries	5,014,828	5,330,455	5,351,230	336,402	7%	Variance from: • 12 vacant teacher positions - budgeted full salaries in FY23 vs. prorated in FY22 2nd interim • New positions in FY23: -US Arts Teacher • COLA increase
44	1103	Substitute Teacher Salaries	703,737	819,224	517,106	(186,631)	-27%	• Savings from removing 6 On-Site Subs
45	1200	Certificated Pupil Support	703,640	690,654	831,404	127,764	18%	Added position: School Nurse
46	1300	Certificated Supervisor & Administrator Salaries	1,362,840	1,705,970	1,356,820	(6,020)	0%	
47	1409	Certificated Special Temporary COLA Bonus	1,670,000	2,040,000	1,932,000	262,000	16%	• Vacant positions budgeted full STCOLA in FY23 vs. prorated in FY22 2nd interim and new positions in FY23
48	1900	Certificated Other Salaries	354,762	542,331	463,331	108,569	31%	Variance from: • Vacant positions budgeted full salaries in FY23 vs. prorated in FY22 2nd interim: -ELD Coordinator • New positions in FY23: -Behavior Specialist • COLA increase
49	2100	Classified Instructional Aide Salaries	551,624	882,464	934,631	383,007	69%	Variance from: • Vacant positions budgeted full salaries in FY23 vs. prorated in FY22 2nd interim: -4 Enrichment Instructors -Interventionist -SPED Instructional Aide -Teacher Resident • New positions in FY23: -3 Teacher Residents -SPED Instructional Aid • COLA increase
50	2200	Classified Support Staff Salaries	745,067	908,426	908,426	163,359	22%	Variance from: • Vacant positions budgeted full salaries in FY23 vs. prorated in FY22 2nd interim: -Student Support Services Assistant -Campus Supervisor -Lead Campus Supervisor • COLA increase
51	2300	Classified Supervisor & Administrator Salaries	695,927	754,176	524,176	(171,751)	-25%	Savings from removing following positions: • Director of Holistic Support Services • Director of School Culture
52	2400	Classified Clerical and Office Salaries	624,232	914,483	864,563	240,331	39%	Variance from: • Vacant positions budgeted full salaries in FY23 vs. prorated in FY22 2nd interim: -Assistant Substitute Coordinator -User Application Administrator • New position in FY23: -Attendance Officer • COLA increase
53	2900	Classified Other Salaries	140,994	153,087	153,087	12,093	9%	
54		**Total Salaries**	**12,567,652**	**14,741,270**	**13,836,774**	**1,269,122**	10%	

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55	3101	Certificated STRS	1,454,754	1,896,410	1,734,316	279,562	19%	Variance from: • Vacant positions budgeted full salaries in FY23 eligible for CalSTRS vs. prorated in FY22 2nd interim • CalSTRS rate increase from 16.92% to 19.1%
56	3301	Certificated Social Security/Medicare	386,305	467,688	451,856	65,551	17%	Variance from: • Vacant positions budgeted full STCOLA in FY23 vs. prorated in FY22 2nd interim • New positions in FY23 • COLA increase
57	3401	Certificated Health & Welfare Benefits	1,693,125	2,147,916	2,034,296	341,171	20%	Variance from: • Vacant positions budgeted at full cost estimated health insurance vs. prorated in FY22 2nd interim • Projected health insurance rate increase for CY2023
58	3501	Certificated Unemployment Insurance	15,613	74,206	69,684	54,071	346%	Restart unemployment contribution for FY23; do not have to contribute in FY22 due to our high reserves
59	3601	Certificated Workers Comp Insurance	137,029	192,937	181,178	44,149	32%	Vacant positions budgeted full salaries in FY23 vs. prorated in FY22 2nd interim
60	3701	Certificated Retirement Match	103,998	127,909	130,256	26,258	25%	
61	3999	Accrued Paid Time Off	117,066	123,066	123,066	6,000	5%	
62		**Total Benefits**	**3,907,890**	**5,030,132**	**4,724,652**	**816,762**	21%	
63		**Total Salaries & Benefits**	**16,475,542**	**19,771,402**	**18,561,426**	**2,085,884**	13%	
64								
65	4100	Approved Textbooks and Core Curricula Materials	161,000	123,000	123,000	(38,000)	-24%	Reduce to match spending trend, shifting towards e-Textbooks where costs are cheaper
66	4200	Books and Other Reference Materials	2,000	2,000	2,000	-	0%	
67	4315	Custodial Supplies	100,000	100,000	100,000	-	0%	
68	4325	Instructional Materials & Supplies	225,001	257,001	257,001	32,000	14%	• Instructional supplies for US Gym and additional JV teams as 9th/10th classes are getting larger • Increase in overall supplies for MWA
69	4330	Office Supplies	1,500	1,500	1,500	-	0%	
70	4390	Other Food	5,000	5,000	5,000	-	0%	
71	4410	Furniture, Equipment & Supplies (non-capitalized)	7,000	7,000	7,000	-	0%	
72	4420	Computers and IT Supplies (non-capitalized)	221,465	139,350	112,350	(109,115)	-49%	• Remove one time cost of network infrastructure hardware and installation cost for US building 5 • Savings from purchasing new staff laptops in FY22
73	4710	Student Food Services	406,852	415,000	415,000	8,148	2%	
74	4910	Emergency Supplies	5,000	10,000	10,000	5,000	100%	
75	4990	Contingency	7,000	7,000	7,000	-	0%	
76		**Total Supplies**	**1,141,818**	**1,066,851**	**1,039,851**	**(101,967)**	-9%	

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77	5210	Conference Fees	100,875	101,375	101,375	500	0%	
78	5215	Travel - Mileage, Parking, Tolls	7,125	7,125	7,125	-	0%	
79	5220	Travel - Airfare & Lodging	17,775	19,775	19,775	2,000	11%	
80	5225	Travel - Meals & Entertainment	13,550	14,550	14,550	1,000	7%	
81	5305	Professional Dues & Memberships	13,100	21,100	21,100	8,000	61%	Increase to match spending trend
82	5421	General Liability Insurance	238,949	286,739	786,739	547,790	229%	Placeholder for general liability insurance outside of CharterSafe
83	5510	Utilities - Gas and Electric	336,000	385,500	385,500	49,500	15%	Variance due to: • Projection for rate increase • Estimated cost for US Gym
84	5515	Janitorial & Gardening Services	546,600	662,862	662,862	116,262	21%	
85	5525	Utilities - Waste	56,000	60,000	60,000	4,000	7%	
86	5530	Utilities - Water	81,000	96,000	96,000	15,000	19%	
87	5605	Equipment Leases and Rentals	148,800	148,800	148,800	-	0%	
88	5610	Occupancy Rent	1,753,179	1,840,838	1,840,838	87,659	5%	Adjusted to match SB740 revenue increase
89	5612	Additional Facilities Use Fees	23,500	23,500	23,500	-	0%	
90	5615	Repairs and Maintenance - Building	160,000	176,000	201,000	41,000	26%	Powerwashing for Buildings
91	5617	Repairs and Maintenance - Non-computer Equipment	3,000	3,000	3,000	-	0%	
92	5618	Repairs & Maintenance - Auto	6,500	6,500	6,500	-	0%	
96	5806	County Oversight Fees	107,000	107,000	107,000	-	0%	
97	5810	Contracted Services	790,991	612,317	609,117	(181,874)	-23%	Variance from: • Extra off-site COVID Testing (one time COVID impact expenses): -$120K • Removed contract service for Attendance Officer (bringing position in house): -$30K • Less contract services needed for Upper School & College Career Dept: -$28.7K • Removed contract service for Nurse (brining position in house): -$84.2K • Added SEL online platform system: $50K
98	5810.001	Food Service Administration	1,000	1,000	1,000	-	0%	
100	5810.003	Student Transportation	164,710	189,710	189,710	25,000	15%	Cost increase for bus rentals (sports)
101	5810.004	Intervention & Consultation	400,183	400,183	90,183	(310,000)	-77%	RTFisher service agreement reduction
102	5810.005	Psychological Services	689,566	689,566	689,566	-	0%	
103	5810.006	Substitute Teachers	95,000	125,000	125,000	30,000	32%	Increase due to teacher shortage
104	5810.007	Interscholastic - Coaches	90,000	112,000	112,000	22,000	24%	More coaches for JV teams as 9th/10th grade classes as 50 students bigger than before
105	5810.008	Information Technology	1,003,469	852,316	852,316	(151,153)	-15%	Less IT contract service needed according to spending tread, not needing IT temp help, and removed website development costs
107	5811	Student Exam Fees	17,000	17,000	17,000	-	0%	
109	5820	Recruiting - Students	-	-	-	-		
110	5821	Printing and Reproduction	29,000	29,000	29,000	-	0%	
111	5840	Entrance, Admission, & Ticket Fees (not staff conferen	37,900	45,400	45,400	7,500	20%	
112	5850	Staff Recruitment	-	-	-	-		
113	5851	Continuing Education Support	102,500	184,500	184,500	82,000	80%	Tuition cost for new Teacher Residents @ $20.5K each
115	5897	Special Ed Contract Services	461,290	461,290	461,290	-	0%	
116	5898	Use Tax	1,000	1,000	1,000	-	0%	

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Original Budget 2nd Draft

	A	B	C	E	H	K	L	M
2	**Acct #**	**Account/Title**	**FY2022 2nd Interim Budget (A)**	**FY2023 Original Budget v1**	**FY2023 Original Budget v2 (C)**	**Variance FY23 Original v2 vs. FY22 2nd Interim (C-A)**	**% Variance (C) vs. (A)**	**Notes**
117	5905	Company Cell Phones	72,200	35,200	35,200	(37,000)	-51%	Amount reallocated from cell phone expense to Wifi for mobile hotspot devices
118	5910	Internet and Wifi	101,600	138,600	138,600	37,000	36%	
119	5915	Postage and Delivery	22,000	22,000	22,000	-	0%	
120	5920	Landlines and Office Based Phones	7,800	7,800	7,800	-	0%	
122	6900	Depreciation and Amortization	25,000	25,000	25,000	-	0%	
123	INCO.EXP	5895 Central Office (Shared Services Allocation)	1,210,457	1,294,453	1,309,643	99,186	8%	Adjusted to match government revenue increase
124		**Total Contract Services**	**8,935,619**	**9,203,999**	**9,430,989**	**495,370**	6%	
125								
126		Total Salaries & Benefits	16,475,542	19,771,402	18,561,426	2,085,884	13%	
127		Total Supplies	1,141,818	1,066,851	1,039,851	(101,967)	-9%	
128		Total Contract Services	8,935,619	9,203,999	9,430,989	495,370	6%	
129		**Total Expenses**	**26,552,979**	**30,042,252**	**29,032,266**	**2,479,287**	9%	
147								
148		**Net Income**	**50,000**	**50,000**	**50,000**			

Making Waves Academy
Budget FY2023

MWA Central Office
Original Budget 2nd Draft

	A	B	C	E	H	K	L	M
2	**Account #**	**Account Title**	**FY2022 2nd Interim Budget (A)**	**FY2023 Original Budget v1**	**FY2023 Original Budget v2 (C)**	**Variance FY23 Original v2 vs. FY22 2nd Interim (C-A)**	**% Variance (C) vs. (A)**	**Notes**
3		**Income**						
31	8981	John Regina Scully (JRS)	2,486,337	2,876,052	2,889,862	403,525	16%	
35	INCO.INC	Central Office (Revenue from Shared Services Allocation)	1,210,457	1,294,453	1,309,643	99,186	8%	
36		**Total Income**	**3,696,794**	**4,170,505**	**4,199,505**	**502,711**	14%	
37								
41								
42		**Expenses**						
43	1100	Teacher Salaries	-	-	-	-		
44	1103	Substitute Teacher Salaries	-	-	-	-		
45	1200	Certificated Pupil Support	-	-	-	-		
46	1300	Certificated Supervisor & Administrator Salaries	-	-	-	-		
47	1409	Certificated Special Temporary COLA Bonus	182,000	216,000	216,000	34,000	19%	Vacant positions budgeted full STCOLA in FY23 vs. prorated in FY22 2nd interim and new positions in FY23
48	1900	Certificated Other Salaries	-	-	-	-		
49	2100	Classified Instructional Aide Salaries	-	-	-	-		
50	2200	Classified Support Staff Salaries	-	-	-	-		
51	2300	Classified Supervisor & Administrator Salaries	1,821,247	2,080,851	2,080,851	259,604	14%	Variance from: • Vacant positions budgeted full salaries in FY23 vs. prorated in FY22 2nd interim: -Associate Dir of Talent -HR Employment Manager • New positions in FY23: -HR Generalist • COLA increase
52	2400	Classified Clerical and Office Salaries	174,710	236,562	236,562	61,852	35%	• Outreach & Marketing Coordinator - budgeted full salaries in FY23 vs. prorated in FY22 2nd interim • COLA increase
53	2900	Classified Other Salaries	-	-	-	-		
54		**Total Salaries**	**2,177,957**	**2,533,413**	**2,533,413**	**355,456**	16%	

Making Waves Academy
Budget FY2023

MWA Central Office
Original Budget 2nd Draft

	A	B	C	E	H	K	L	M
2	**Account #**	**Account Title**	**FY2022 2nd Interim Budget (A)**	**FY2023 Original Budget v1**	**FY2023 Original Budget v2 (C)**	**Variance FY23 Original v2 vs. FY22 2nd Interim (C-A)**	**% Variance (C) vs. (A)**	**Notes**
55	3101	Certificated STRS	56,287	66,789	66,789	10,502	19%	CalSTRS rate increase from 16.92% to 19.1%
56	3301	Certificated Social Security/Medicare	135,305	165,289	165,289	29,984	22%	Variance from: • Vacant positions budgeted full STCOLA in FY23 vs. prorated in FY22 2nd interim • New positions in FY23 • COLA increase
57	3401	Certificated Health & Welfare Benefits	249,425	310,013	310,013	60,588	24%	Variance from: • Vacant positions budgeted at full cost estimated health insurance vs. prorated in FY22 2nd interim • Projected health insurance rate increase for FY2023
58	3501	Certificated Unemployment Insurance	5,606	12,667	12,667	7,061	126%	Restart unemployment contribution for FY23, do not have to contribute in FY22 due to our high reserves
59	3601	Certificated Workers Comp Insurance	28,313	32,934	32,934	4,621	16%	
60	3701	Certificated Retirement Match	74,848	88,548	88,548	13,700	18%	
61	3999	Accrued Paid Time Off	98,948	98,948	98,948	-	0%	
62		**Total Benefits**	**648,733**	**775,188**	**775,188**	**126,455**	19%	
63		**Total Salaries & Benefits**	**2,826,690**	**3,308,601**	**3,308,601**	**481,911**	17%	
64								

Making Waves Academy
Budget FY2023

MWA Central Office
Original Budget 2nd Draft

	A	B	C	E	H	K	L	M
2	**Account #**	**Account Title**	**FY2022 2nd Interim Budget (A)**	**FY2023 Original Budget v1**	**FY2023 Original Budget v2 (C)**	**Variance FY23 Original v2 vs. FY22 2nd Interim (C-A)**	**% Variance (C) vs. (A)**	**Notes**
65	4100	Approved Textbooks and Core Curricula Materials	-	-	-	-		
66	4200	Books and Other Reference Materials	1,700	1,700	1,700	-	0%	
67	4315	Custodial Supplies	-	-	-	-		
68	4325	Instructional Materials & Supplies	-	-	-	-		
69	4330	Office Supplies	7,400	8,900	8,900	1,500	20%	
70	4390	Other Food	2,000	2,000	2,000	-	0%	
71	4410	Furniture, Equipment & Supplies (non-capitalized)	1,500	1,500	1,500	-	0%	
72	4420	Computers and IT Supplies (non-capitalized)	13,450	20,450	19,450	6,000	45%	Increase to match spending trend
73	4710	Student Food Services	-	-	-	-		
74	4910	Emergency Supplies	-	-	-	-		
75	4990	Contingency	40,000	50,000	50,000	10,000	25%	Bring back to FY22 original budget level
76		**Total Supplies**	**66,050**	**84,550**	**83,550**	**17,500**	26%	
77	5210	Conference Fees	23,000	26,000	26,000	3,000	13%	
78	5215	Travel - Mileage, Parking, Tolls	2,700	4,200	4,200	1,500	56%	
79	5220	Travel - Airfare & Lodging	5,500	11,000	11,000	5,500	100%	Projected to have more PD once COVID subsides and everything goes back to normalcy
80	5225	Travel - Meals & Entertainment	3,350	4,700	4,700	1,350	40%	
81	5305	Professional Dues & Memberships	25,500	25,500	25,500	-	0%	
82	5421	General Liability Insurance	-	-	-	-		
83	5510	Utilities - Gas and Electric	-	-	-	-		
84	5515	Janitorial, Gardening Services & Supplies	-	-	-	-		
85	5525	Utilities - Waste	-	-	-	-		
86	5530	Utilities - Water	-	-	-	-		
87	5605	Equipment Leases and Rentals	6,200	6,200	6,200	-	0%	
88	5610	Occupancy Rent	-	-	-	-		
89	5612	Additional Facilities Use Fees	-	-	-	-		
90	5615	Repairs and Maintenance - Building	-	-	-	-		
91	5617	Repairs and Maintenance - Non-computer Equipment	-	-	-	-		
92	5618	Repairs & Maintenance - Auto	-	-	-	-		
93	5803	Accounting Fees	30,000	30,000	30,000	-	0%	
94	5804	Legal Fees	70,000	70,000	70,000	-	0%	
95	5805	External Management and Administrative Fees	-	-	-	-		
96	5806	County Oversight Fees	-	-	-	-		
97	5810	Contracted Services	268,950	211,950	241,950	(27,000)	-10%	Reduce to match spending trend
98	5810.001	Food Service Administration	-	-	-	-		
99	5810.002	Student Information & Assessment	63,247	66,800	66,800	3,553	6%	
100	5810.003	Student Transportation	-	-	-	-		
101	5810.004	Intervention & Consultation	15,000	5,000	5,000	(10,000)	-67%	Reduce to match spending trend
102	5810.005	Psychological Services	5,000	5,000	5,000	-	0%	
103	5810.006	Substitute Teachers	-	-	-	-		

Making Waves Academy
Budget FY2023

MWA Central Office
Original Budget 2nd Draft

	A	B	C	E	H	K	L	M
2	**Account #**	**Account Title**	**FY2022 2nd Interim Budget (A)**	**FY2023 Original Budget v1**	**FY2023 Original Budget v2 (C)**	**Variance FY23 Original v2 vs. FY22 2nd Interim (C-A)**	**% Variance (C) vs. (A)**	**Notes**
104	5810.007	Interscholastic - Coaches	-	-	-	-		
105	5810.008	Information Technology	94,308	101,004	101,004	6,697	7%	
106	5810.009	Outsourced Teaching	-	-	-	-		
107	5811	College Application Fees	-	-	-	-		
108	5812	College Entrance Exams	-	-	-	-		
109	5820	Recruiting - Students	10,000	10,000	10,000	-	0%	
110	5821	Printing and Reproduction	2,500	2,500	2,500	-	0%	
111	5840	Study Trip - Entrance, Admission, & Ticket Fees (not staff co	-	-	-	-		
112	5850	Staff Recruitment	84,750	102,250	102,250	17,500	21%	Staff recruitment spending resumes back to pre-COVID time once everything goes back to normal
113	5851	Continuing Education Support	20,000	15,000	15,000	(5,000)	-25%	Reduce to match spending trend
114	5853	Payroll Processing Fees	54,000	68,000	68,000	14,000	26%	Projected increase for number of new hires on payroll
115	5897	Special Ed Encroachment WCCUSD	-	-	-	-		
116	5898	Use Tax	-	-	-	-		
117	5905	Company Cell Phones	15,500	7,500	7,500	(8,000)	-52%	Reduce to match spending trend
118	5910	Internet and Wifi	-	-	-	-		
119	5915	Postage and Delivery	3,550	3,750	3,750	200	6%	
120	5920	Landlines and Office Based Phones	-	-	-	-		
121	5992	Bank fees	1,000	1,000	1,000	-	0%	
122	6900	Depreciation and Amortization	-	-	-	-		
123	INCO.EXP	5895 Central Office (Shared Services Allocation)	-	-	-	-		
124		**Total Contract Services**	**804,054**	**777,354**	**807,354**	**3,300**	0%	
125								

Making Waves Academy
Budget FY2023

MWA Central Office
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	A	B	C	E	H	K	L	M
2	**Account #**	**Account Title**	**FY2022 2nd Interim Budget (A)**	**FY2023 Original Budget v1**	**FY2023 Original Budget v2 (C)**	**Variance FY23 Original v2 vs. FY22 2nd Interim (C-A)**	**% Variance (C) vs. (A)**	**Notes**
126		Total Salaries & Benefits	2,826,690	3,308,601	3,308,601	481,911	17%	
127		Total Supplies	66,050	84,550	83,550	17,500	26%	
128		Total Contract Services	804,054	777,354	807,354	3,300	0%	
129		**Total Expenses**	**3,696,794**	**4,170,505**	**4,199,505**	**502,711**	14%	
130								
131		**Net Income**	**0**	**0**	**0**			

Making Waves Academy
Budget FY2023

MWA-"School" and MWA Central Office
Original Budget 2nd Draft

	A	B	C	E	H	K	L
1		**Summary**					
2	**Account #**	**Account Title**	**FY2022 2nd Interim Budget (A)**	**FY2023 Original Budget v1**	**FY2023 Original Budget v2 (C)**	**Variance FY23 Original v2 vs. FY22 2nd Interim (C-A)**	**% Variance (C) vs. (A)**
3		**Income**					
4	8011	State Aid - General Apportionment	5,432,154	7,033,146	7,185,043	1,752,888	32%
5	8012	Education Protection Account Entitlement	1,944,830	2,205,796	2,205,796	260,966	13%
6	8096	In Lieu of Property Taxes	3,156,599	3,705,590	3,705,590	548,991	17%
7	8181	Special Education - Federal	115,005	133,264	133,264	18,259	16%
8	8220	Child Nutrition Programs - Fed	388,741	410,421	410,421	21,680	6%
9	8262	Federal - ESSER Funding II	723,094	300,000	481,848	(241,246)	-33%
10	8263	Federal - ESSER Funding III	1,366,457	466,458	100,000	(1,266,457)	-93%
11	8290	Federal Title I - Basic Grant	308,648	378,856	378,856	70,207	23%
12	8295	Federal Title II - Teacher and Principal Trainin	46,165	56,665	56,665	10,501	23%
13	8296	Federal Title III - LEP	34,052	41,046	41,046	6,994	21%
14	8297	Federal Title IV - Part A - Student Support	22,601	22,601	22,601	-	0%
15	8311	State - Special Education	657,829	762,272	762,272	104,444	16%
16	8520	Child Nutrition Programs - State	25,871	27,314	27,314	1,443	6%
17	8525	Expanded Learning Opportunity Grant	568,553	207,393	207,393	(361,160)	-64%
18	8526	Expanded Learning Opportunities Program	-	332,310	332,310	332,310	
19	8527	Educator Effectiveness	-	80,527	80,527	80,527	
20	8528	A-G Grant	-	96,154	96,154	96,154	
21	8529	One-Time Block Grant		-	1,385,950	1,385,950	
22	8545	School Fac Lease Rmbsmnt SB740	1,060,346	1,311,597	1,311,597	251,250	24%
23	8550	Mandate Block Grand Funding CA	28,827	28,418	28,418	(409)	-1%
24	8560	State Lottery	209,769	243,074	243,074	33,305	16%
26	8592	After School Program Grant	203,483	-	-	(203,483)	-100%
27	8621	Measure G Parcel Tax	306,181	322,798	322,798	16,617	5%
30	8980	Contribution - Unrestricted	1,200,000	1,200,000	1,200,000	-	0%
31	8981	John Regina Scully (JRS)	11,175,111	13,487,604	11,138,190	(36,921)	-0.3%
32	8986	School Supplies	6,000	6,000	6,000	-	0%
33	8988	In-Kind Donations	9,000	9,000	9,000	-	0%
34	8990	Contribution - Restricted	100,000	100,000	100,000	-	0%
35	INCO.INC	Central Office (Revenue from Shared Service	1,210,457	1,294,453	1,309,643	99,186	8%
36		**Total Income**	**30,299,773**	**34,262,757**	**33,281,771**	**2,981,998**	10%

Making Waves Academy
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2	**Account #**	**Account Title**	**FY2022 2nd Interim Budget (A)**	**FY2023 Original Budget v1**	**FY2023 Original Budget v2 (C)**	**Variance FY23 Original v2 vs. FY22 2nd Interim (C-A)**	**% Variance (C) vs. (A)**
37							
42		**Expenses**					
43	1100	Teacher Salaries	5,014,828	5,330,455	5,351,230	336,402	7%
44	1103	Substitute Teacher Salaries	703,737	819,224	517,106	(186,631)	-27%
45	1200	Certificated Pupil Support	703,640	690,654	831,404	127,764	18%
46	1300	Certificated Supervisor & Administrator Salarie	1,362,840	1,705,970	1,356,820	(6,020)	0%
47	1409	Certificated Special Temporary COLA Bonus	1,852,000	2,256,000	2,148,000	296,000	16%
48	1900	Certificated Other Salaries	354,762	542,331	463,331	108,569	31%
49	2100	Classified Instructional Aide Salaries	551,624	882,464	934,631	383,007	69%
50	2200	Classified Support Staff Salaries	745,067	908,426	908,426	163,359	22%
51	2300	Classified Supervisor & Administrator Salaries	2,517,174	2,835,027	2,605,027	87,853	3%
52	2400	Classified Clerical and Office Salaries	798,942	1,151,045	1,101,125	302,183	38%
53	2900	Classified Other Salaries	140,994	153,087	153,087	12,093	9%
54		**Total Salaries**	**14,745,609**	**17,274,683**	**16,370,187**	**1,624,578**	11%
55	3101	Certificated STRS	1,511,041	1,963,199	1,801,105	290,064	19%
56	3301	Certificated Social Security/Medicare	521,610	632,977	617,144	95,535	18%
57	3401	Certificated Health & Welfare Benefits	1,942,550	2,457,929	2,344,309	401,759	21%
58	3501	Certificated Unemployment Insurance	21,219	86,873	82,351	61,132	288%
59	3601	Certificated Workers Comp Insurance	165,343	225,871	214,112	48,770	29%
60	3701	Certificated Retirement Match	178,846	216,457	218,804	39,958	22%
61	3999	Accrued Paid Time Off	216,014	222,014	222,014	6,000	3%
62		**Total Benefits**	**4,556,623**	**5,805,320**	**5,499,840**	**943,217**	21%
63		**Total Salaries & Benefits**	**19,302,232**	**23,080,003**	**21,870,027**	**2,567,795**	13%
64							
65	4100	Approved Textbooks and Core Curricula Mate	161,000	123,000	123,000	(38,000)	-24%
66	4200	Books and Other Reference Materials	3,700	3,700	3,700	-	0%
67	4315	Custodial Supplies	100,000	100,000	100,000	-	0%
68	4325	Instructional Materials & Supplies	225,001	257,001	257,001	32,000	14%
69	4330	Office Supplies	8,900	10,400	10,400	1,500	17%
70	4390	Other Food	7,000	7,000	7,000	-	0%
71	4410	Furniture, Equipment & Supplies (non-capitaliz	8,500	8,500	8,500	-	0%
72	4420	Computers and IT Supplies (non-capitalized)	234,915	159,800	131,800	(103,115)	-44%
73	4710	Student Food Services	406,852	415,000	415,000	8,148	2%
74	4910	Emergency Supplies	5,000	10,000	10,000	5,000	100%
75	4990	Contingency	47,000	57,000	57,000	10,000	21%
76		**Total Supplies**	**1,207,868**	**1,151,401**	**1,123,401**	**(84,467)**	-7%

Making Waves Academy
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MWA-"School" and MWA Central Office
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77	5210	Conference Fees	123,875	127,375	127,375	3,500	3%
78	5215	Travel - Mileage, Parking, Tolls	9,825	11,325	11,325	1,500	15%
79	5220	Travel - Airfare & Lodging	23,275	30,775	30,775	7,500	32%
80	5225	Travel - Meals & Entertainment	16,900	19,250	19,250	2,350	14%
81	5305	Professional Dues & Memberships	38,600	46,600	46,600	8,000	21%
82	5421	General Liability Insurance	238,949	286,739	786,739	547,790	229%
83	5510	Utilities - Gas and Electric	336,000	385,500	385,500	49,500	15%
84	5515	Janitorial & Gardening Services	546,600	662,862	662,862	116,262	21%
85	5525	Utilities - Waste	56,000	60,000	60,000	4,000	7%
86	5530	Utilities - Water	81,000	96,000	96,000	15,000	19%
87	5605	Equipment Leases and Rentals	155,000	155,000	155,000	-	0%
88	5610	Occupancy Rent	1,753,179	1,840,838	1,840,838	87,659	5%
89	5612	Additional Facilities Use Fees	23,500	23,500	23,500	-	0%
90	5615	Repairs and Maintenance - Building	160,000	176,000	201,000	41,000	26%
91	5617	Repairs and Maintenance - Non-computer Equ	3,000	3,000	3,000	-	0%
92	5618	Repairs & Maintenance - Auto	6,500	6,500	6,500	-	0%
93	5803	Accounting Fees	30,000	30,000	30,000	-	0%
94	5804	Legal Fees	70,000	70,000	70,000	-	0%
96	5806	County Oversight Fees	107,000	107,000	107,000	-	0%
97	5810	Contracted Services	1,059,941	824,267	851,067	(208,874)	-20%
98	5810.001	Food Service Administration	1,000	1,000	1,000	-	0%
99	5810.002	Student Information & Assessment	63,247	66,800	66,800	3,553	6%
100	5810.003	Student Transportation	164,710	189,710	189,710	25,000	15%
101	5810.004	Intervention & Consultation	415,183	405,183	95,183	(320,000)	-77%
102	5810.005	Psychological Services	694,566	694,566	694,566	-	0%
103	5810.006	Substitute Teachers	95,000	125,000	125,000	30,000	32%
104	5810.007	Interscholastics - Coaches	90,000	112,000	112,000	22,000	24%
105	5810.008	Information Technology	1,097,776	953,320	953,320	(144,456)	-13%
107	5811	Student Exam Fees	17,000	17,000	17,000	-	0%
109	5820	Recruiting - Students	10,000	10,000	10,000	-	0%
110	5821	Printing and Reproduction	31,500	31,500	31,500	-	0%
111	5840	Entrance, Admission, & Ticket Fees (not staff	37,900	45,400	45,400	7,500	20%

Making Waves Academy
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112	5850	Staff Recruitment	84,750	102,250	102,250	17,500	21%
113	5851	Continuing Education Support	122,500	199,500	199,500	77,000	63%
114	5853	Payroll Processing Fees	54,000	68,000	68,000	14,000	26%
115	5897	Special Ed Encroachment WCCUSD	461,290	461,290	461,290	-	0%
116	5898	Use Tax	1,000	1,000	1,000	-	0%
117	5905	Company Cell Phones	87,700	42,700	42,700	(45,000)	-51%
118	5910	Internet and Wifi	101,600	138,600	138,600	37,000	36%
119	5915	Postage and Delivery	25,550	25,750	25,750	200	1%
120	5920	Landlines and Office Based Phones	7,800	7,800	7,800	-	0%
121	5992	Bank fees	1,000	1,000	1,000	-	0%
122	6900	Depreciation and Amortization	25,000	25,000	25,000	-	0%
123	INCO.EXP	5895 Central Office (Shared Services Allocati	1,210,457	1,294,453	1,309,643	99,186	8%
124		**Total Contract Services**	**9,739,673**	**9,981,353**	**10,238,343**	**498,670**	5%
125							
126		Total Salaries & Benefits	19,302,232	23,080,003	21,870,027	2,567,795	13%
127		Total Supplies	1,207,868	1,151,401	1,123,401	(84,467)	-7%
128		Total Contract Services	9,739,673	9,981,353	10,238,343	498,670	5%
129		**Total Expenses**	**30,249,772**	**34,212,757**	**33,231,771**	**2,981,998**	10%
130							
131		**Net Income**	**50,000**	**50,000**	**50,000**		

Coversheet

College and Career Center

Section: III. Non-Action Items
Item: A. College and Career Center
Purpose: Discuss
Submitted by: Jon Siapno
Related Material: College and Career Counseling Board Reports 06.08.2022 jss.pdf

BACKGROUND:

Jon Siapno, Director of College and Career Counseling, and Atieris Adams, Associate Director of Alumni Engagement, will answer questions related to the reports from the College and Career Counseling office.

College and Career Counseling Board Reports

School-Wide

Board Reports - June 2022

Analysis of College and Career Counseling Strategy Pilots

Jon Siapno, Director of College and Career Counseling

What?
Last spring, the Curriculum and Instruction Review Advisory Committee (CIRAC) vetted and approved a proposal that allowed the College and Career Counseling team to try new strategies for reaching "hard-to-reach" students. Specifically, through this strategic pilot, we applied a "test and learn" approach to five areas:

- **We changed our value proposition.** We enhanced our messaging to appeal to a wider continuum of students, including those interested in post-secondary pathways other than college. As a result, this year's graduating class has committed to a wide range of pathways – more so than prior years – signaling a more inclusive advising approach, without compromising on our commitment to college access. (Nearly 90% of seniors were admitted to a four-year college or university this year).

- **We developed a publicly-available knowledge base.** Our new website allows community members to directly access resources on commonly requested topics. In the past, people would need to connect with a teacher or a staff member to have resources shared, causing delays between when the information is needed and when it is received.

- **We launched an online appointment system.** Community members can now self-schedule appointments as early as same-day or next-day. Use of Calendly has nearly eliminated the time-intensive process of manually making appointments, while also reducing the number of no-shows with its integrated automated reminders.

- **We experimented with marketing automation.** Email campaigns increased the volume of communication with students and families, particularly for retained students or those in danger of retention. In some instances, students have individually received 50+ messages from College and Career Counseling over the course of the last year.

- **We experimented with artificial intelligence.** We developed a chatbot that can give instant guidance through text messaging, providing a proof of concept for conversational support at scale.

Taken in combination, these shifts allowed us to engage with 1,677 unique users, or approximately 60% of all students, families, faculty, and staff members Academy-wide, far exceeding our previous capabilities.

So What?
We believe this model has the potential to be packaged and shared with other communities outside of Making Waves Academy.

Over the last six months, Patrick O'Donnell, CEO of Making Waves Foundation, and Aiyana Mourtos, VP of Impact at Making Waves Foundation, have followed the development of this pilot and see its potential to advance Making Waves' growth strategy to significantly increase the college attendance and graduation rate for students from low-income backgrounds in Contra Costa County.

Now What?
Of the five "test and learn" efforts, the College and Career Counseling office at Making Waves Academy plans to incorporate the following three as part of its ongoing practice:

- Maintaining an inclusive value proposition that affirms multiple post-secondary pathways

Board Reports - June 2022

- Further use and development of its website, a publicly-available knowledge base
- Continued use of an online appointment system for meetings

Jon Siapno, together with Patrick O'Donnell and Aiyana Mourtos, are seeking funding that can allow the approach to scale across Contra Costa County and beyond. If successful, then the following efforts will continue at Making Waves Foundation:

- Developing a public knowledge base of college access and success content that is relevant for college-goers at any high school
- Building a digital college advisor that uses artificial intelligence and marketing automation to give students and families instant guidance along the entire college-going journey

Board Reports - June 2022

MWA Alumni Engagement

Atieris Adams, Associate Director of Alumni Engagement

What?

June concludes the second year of Alumni Engagement in the College and Career Counseling department at MWA. Within the last two years, we have been able to build the infrastructure for Alumni Engagement, engage graduates in new ways, and collaborate with our College and Alumni Program (CAP) resulting in greater organizational alignment. Upon reflection, we can see evidence that we have made progress in creating new opportunities for Alumni to serve and engage with the Academy.

In the first year, we began providing opportunities and touchpoints for our Alumni to stay connected. Some examples include:

- Rapid User Experience Study to capture alumni experiences and hear feedback on the kinds of programming and communications our alumni prefer;
- CAP/MWA Alumni Working Group to align on defining alumni, alumni engagement metrics and progress to goals;
- MOU with CAP to access MWA alumni contact information and enrollment status to reach more grads;
- Strong Start Programming collaboration with CAP Coaching Services to reduce Summer Melt for recent graduates; tracking and case managing spring commitments to fall plans;
- “Beyond Academics Week” panels of alumni sharing on topics they wished they’d learned more about in high school (i.e., the college experience, leaving the nest, empowering BIPOC voices); and
- Transitioning to Adulthood Programming for Students who didn’t opt-in to CAP

In the second year, we continued our efforts and deepened student engagement with the following efforts:

- Campaign for Alumni interested in Education to learn more about work at Making Waves Academy, including info sessions for MWA openings and MWA Teacher Residency Program
- E-Newsletters through Constant Contact as the primary digital communication method
- Virtual events like the Winter Alumni Mixer with alumni, faculty and staff
- “Club Connect” opportunities for Alumni to speak to younger Wave-Makers through campus clubs
- Wave-Makers at UC Merced talked to current admitted students to encourage enrollment and connection at UC Merced
- Student and Alumni Panel during College and Career Summit Week at MWA
- Engagement with rising graduates throughout the year, especially during college selection and application season

So What?

Our most successful collaboration for long-lasting impact was with the MWA Talent Team on hiring Alumni. In the beginning of the year, we saw an opportunity to hire from the community and the same demographics as our students. We sent waves of email communications, marketed a series of hiring events and did targeted outreach in collaboration with the CAP Career and Alumni Coach. Our alumni, particularly those interested in Education, were excited about these opportunities for meaningful engagement with our community. Currently, we have five new Making Waves Academy Alumni working on campus in various positions, which is an example of Wave-Makers fulfilling our mission to learn, graduate and give back. Two of these alumni started as substitute teachers and will begin the teacher residency program this summer.

Now What?

We are interested to learn more about the perspectives of Alumni coming back to work in the community. We are continuing to surface lessons learned that could impact future Wave-Makers who learn, graduate and give back in this way.

Coversheet

Board Minutes: May 5, 2022 Board Meeting

Section: IV. Action Items
Item: A. Board Minutes: May 5, 2022 Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for May Board Meeting on May 5, 2022

APPROVED

Making Waves Academy

Minutes

May Board Meeting

Date and Time
Thursday May 5, 2022 at 10:30 AM

Location
Please click the link below to join the webinar:
https://mwacademy.zoom.us/j/83876492161?pwd=NGRTNGV4NmZjVENWMGNocFh4ZWt5Zz09
Passcode: 687710
Or One tap mobile :
US: +16699006833,,83876492161#,,,,*687710# or +13462487799,,83876492161#,,,,*687710#
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: 838 7649 2161
Passcode: 687710
International numbers available: https://mwacademy.zoom.us/u/kQtiOFpjg

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COMING SOON (to be posted by Wednesday, May 4)

- HAGA CLIC AQUÍ para acceder a la agenda y portadas en español/CLICK HERE to access agenda and cover sheets in Spanish: https://bit.ly/3Fh0I5e
- HAGA CLIC AQUI para acceder el reporte escolar/CLICK HERE to access the school board report in Spanish: https://bit.ly/3Fo34zh

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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 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 meting 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*** *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 publico 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** 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 or 510-779-1427.
Please note that all agenda times are estimates.
Tenga en cuenta que todos los horarios de la agenda son estimaciones.

Directors Present
Alicia Malet Klein (remote), Esther Hugo (remote), Janis Glover (remote), Margaret Watson (remote)

Directors Absent
Ana Barron, Jessica Laughlin, Layla Naranjo

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

I. Opening Items

A. Call the Meeting to Order

Alicia Malet Klein called a meeting of the board of directors of Making Waves Academy to order on Thursday May 5, 2022 at 10:37 AM.

B. Record Attendance

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

Esther Hugo made a motion to approve the board findings pursuant to Government Code Section 54953(e).
Margaret Watson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

D. Closed Session

Board adjourned to closed session, no action was taken.

E. Remarks by Board President

Board President, Alicia Klein made remarks regarding:

- Continuing resilience as MWA moves towards the end of the school year
- Finishing the year strong with recruitment for next academic year
- Exciting post-graduation pathways which will be discussed at the June board meeting

F. Public Comment

No public comment was made.

II. Standing Reports

A. Mission Connection: Climate Justice Earth Week

- 19th Wave student and Secretary of the Climate Justice Club shared visual highlights of Earth Week programming and engaged board members in conversation about their efforts.
- Board and school leaders asked questions.

B. ASB Update

ASB representatives provided an update on successes and challenges.

C. Deep Dive: Talent Hiring Strategies Presentation

Managing Director of Talent, Lisa Dodson, Associate Directors of Talent, Joanella Mendoza and Scott Pullman, provided an overview of new hire profiles, new teachers, and the teacher residency program.

Board asked questions about the presentation, written report, recruiting strategies and retention ideas.

D. CEO Report

Board asked questions about the CEO written report.

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

Board asked questions about the COO written report.

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

Board asked questions about the CFO written report.

G. School Site Council (SSC) Update

Dr. Ward-Jackson, Senior School Director, provided an update regarding SSC.

H. Break

Board adjourned to break.

III. Non-Action Items

A. 2022-23 Local Control and Accountability Plan Public Hearing (LCAP)

Dr. Evangelia Ward-Jackson held a public hearing to review and provide feedback on the 2022-23 Local Control Accountability Plan (LCAP) and Budget.

Board asked questions of the LCAP goal owners and provided feedback on the 2022-23 LCAP.

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

No public comment was made.

C. Advisory Committee Updates

Board Member, Dr. Esther Hugo, provided an overview of the topics covered in the Curriculum and Instruction Advisory Committee.

IV. Action Items

A. Board Minutes: March 10, 2022 Board Meeting

Esther Hugo made a motion to approve the minutes from March Board Meeting on 03-10-22.
Janis Glover seconded the motion.
The board **VOTED** to approve the motion.

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

B. Committee Minutes: April 19, 2022 Curriculum and Instruction Advisory Committee

Esther Hugo made a motion to approve the minutes from Curriculum & Instruction Review Advisory Committee Meeting on 04-19-22.

Janis Glover seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

C. Student Parent Handbook

Janis Glover made a motion to approve the Student-Parent/Guardian Handbook with revisions.
Esther Hugo seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

D. FPA Solutions Agreement

Margaret Watson made a motion to approve the FPA Solutions Agreement.
Janis Glover seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

E. A-G Completion Improvement Grant Program

Margaret Watson made a motion to approve the A-G Completion Improvement Grant Program.
Esther Hugo seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

F. SPG Addendum Contract

Margaret Watson made a motion to approve the SPG Addendum Contract.
Janis Glover seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

G. Making Waves Foundation School Lease Agreement 2022-23

Esther Hugo made a motion to conditionally approve the Making Waves Foundation School Lease Agreement 2022-23.
Margaret Watson seconded the motion.

- Alicia Malet Klein will abstain from voting on this action item because she serves on both boards (Making Waves Academy and Making Waves Foundation).
- MWA COO to collaborate with MWF on an addendum that outlines tenant/landlord responsibilities in article 7.1 and 7.2

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

Roll Call

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

H. 2022-23 Catastrophic Student Accident Insurance - Gallagher

Margaret Watson made a motion to approve the 2022-23 Catastrophic Student Accident Insurance - Gallagher.
Janis Glover seconded the motion.
The board **VOTED** to approve the motion.

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

I. Vendor Invoices for March 2022

Margaret Watson made a motion to approve the Vendor Invoices for March 2022.
Esther Hugo seconded the motion.
The board **VOTED** to approve the motion.

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

J. Solarwinds Help Desk Platform

Margaret Watson made a motion to approve the renewal of the Solarwinds Help Desk Platform agreement.
Esther Hugo seconded the motion.
The board **VOTED** to approve the motion.

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

K. Employee Handbook

Janis Glover made a motion to approve the Employee Handbook for 2022-2023.
Esther Hugo seconded the motion.

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

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

L. CCCOE MOU

Esther Hugo made a motion to approve the Contra Costa County Office of Education (CCCOE) MOU.
Margaret Watson seconded the motion.
The board **VOTED** to approve the motion.

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

M. CTC Declaration of Need

Esther Hugo made a motion to approve the CTC Declaration of Need for 2022-2023.
Janis Glover seconded the motion.
The board **VOTED** to approve the motion.

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

N. Master Calendar and Bell Schedules: 2022-2024

Janis Glover made a motion to approve the Master Calendar and Bell Schedules: 2022-2024.
Esther Hugo seconded the motion.
The board **VOTED** to approve the motion.

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

V. Discussion Items

A. Appreciations by the Board of Directors

Board members shared appreciations.

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

Regular Board Meetings (2021-2022)

- June 16th, 2022, 10:30am-2:00pm

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 1:50 PM.

Respectfully Submitted,
Elizabeth Martinez

Coversheet

Committee Minutes: June 2, 2022 Finance Advisory Committee

Section: IV. Action Items
Item: B. Committee Minutes: June 2, 2022 Finance Advisory Committee
Purpose: Approve Minutes
Submitted by:
Related Material:
MWA Finance Advisory Committee Meeting Minutes-06.02.2022-FINAL.pdf

Finance Advisory Committee

Meeting Minutes

Date and Time: June 2nd, 2022, at 10:30 AM

Location: Zoom Meeting

ATTENDING:

Committee Members: Alicia Malet Klein, Lori Crawford, Sid Landman

MWA Staff: CEO Alton B. Nelson, Jr., CFO Wallace Wei, and Director of Finance Hung Mai

Guest: Patrick O'Donnell and Ken Blum

- **FY'22 Financials Update and the Governor's May Revise Budget**
  - The CFO updated the committee on the FY'22 financials and the Governor's May Revise budget proposal.
  - Expenses are projected to be below the 2nd interim budget, while state revenues will likely end higher than anticipated.

- **FY'23 Original Budget (2nd Draft)**
  - The CFO highlighted the major changes from the 1st draft to 2nd draft of the FY'23 Original Budget that include the following:
    - Increased public revenues – Governor's proposal includes significant additional funding, some in the form of one-time block grants.
    - Lower expenses related to decrease in positions and contracted services, among other things.
  - The committee recommended the FY'23 Original Budget to the MWA Board for approval.

- **Program Focus for FY'23**
  - The CEO walked the committee through the program budget breakdowns and highlighted the program focus for FY'23.
  - The program budget includes the following categories: Core Program, Summer School, Holistic Support, Intervention, College & Career Counseling, Interscholastic Athletics (Upper School) and Technology.

- The committee asked for an “All Other” column added to the budget breakdowns table.

- FY’23 Finance Advisory Committee Meeting Calendar
  - The committee approved the FY’23 meeting calendar.

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Coversheet

CA School Dashboard Local Indicators

Section: IV. Action Items
Item: C. CA School Dashboard Local Indicators
Purpose: Discuss
Submitted by: Carmen Velarde
Related Material: CA School Dashboard Local Indicators Board Presentation 2022.pptx
MWA Local Indicators 2022.pdf

BACKGROUND:

The State Board of Education (SBE) approved standards for the local indicators that support LEAs in measuring and reporting their progress within the appropriate priority area. For each local indicator, the performance standards are as follows:

1. Annually measure its progress in meeting the requirements of the specific LCFF priority; and
2. Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP; and
3. Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

RECOMMENDATION:

Review attached MWA Local Indicators 2022 document for our full answers.



Local Indicator Data

Carmen Velarde

June 13, 2022

Learn. Graduate. Give Back.

Table of Contents

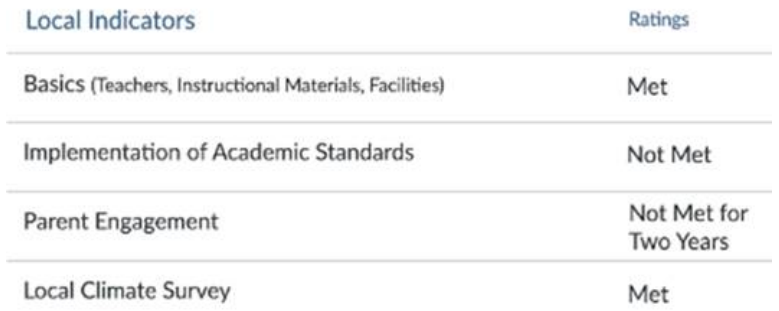
- Local Indicator Overview
- LCFF Priority 1 Summary
- LCFF Priority 2 Summary
- LCFF Priority 3 Summary
- LCFF Priority 6 Summary
- LCFF Priority 7 Summary

Local Indicator Overview

Overview

Priority Area	State Indicator	Local Indicator
Basic Services or Basic Condition at schools (Priority 1)	*	Basics Conditions at School
Implementation of State Academic Standards (Priority 2)	*	Implementation of State Academic Standards
Parent Involvement and Family Engagement (Priority 3)	*	Parent Engagement
Student Achievement (Priority 4)	Academic Indicator English Learner Indicator	*
Student Engagement (Priority 5)	Chronic Absence Indicator Graduation Rate Indicator	*
School Climate (Priority 6)	Suspension Rate Indicator	Local Climate Survey
Access to a Broad Course of Study (Priority 7)	College/Career Indicator	Access to a Broad Course of Study
Outcomes in a Broad Course of Study (Priority 8)	College/Career Indicator	*
Coordination of Services for Expelled Students (Priority 9)	*	Coordination of Services for Expelled Students
Coordination of Services for Expelled Students (Priority 10)	*	Coordination of Services for Foster Youth

State versus Local Performance

	State	Local
Performance Levels		Met Not Met Not Met for Two or More Years
Performance is determined by…	Performance is determined by the state, and is "calculated using percentiles to create a five-by-five colored table (giving 25 results) that combine data from the current and prior years."[1]	Performance is determined by the LEA based on the three state-created standards: 1. Annually measure its progress in meeting the requirements of the specific LCFF priority; and 2. Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP; and 3. Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.
Example		

1. CDE's "California School Dashboard and System of Support" webpage: https://www.cde.ca.gov/ta/ac/cm/

CA School Dashboard Reporting

	DASHBOARD YEAR							
	2018	2019	2020	2021	2022	2023	2024	2025
Release Date	12/2018	12/2019	1/2021	1/2022	~1/2023	~1/2024	~1/2025	~1/2026
Years represented	16-17 & 17-18	17-18 & 18-19	19-20	20-21	21-22	21-22 & 22-23	22-23 & 23-24	23-24 & 24-25
INDICATOR								
ENGLISH LANGUAGE ARTS					Status only			
MATHEMATICS					Status only			
ENGLISH LEARNER PROGRESS	Status only	Status only			Status only			
COLLEGE/CAREER			Data only	Partial data	Partial data	Status only		
Graduation Rate			Data only	Data only	Status only			
Chronic Absenteeism (K-8)					Status only			
Suspension Rate					Status only			

**Years 2023-2025 are predictions based on what data is expected to be available*

LCFF Priority 1 Summary

Appropriately Assigned Teachers

Data Source(s)

- **California Commision on Teacher Credentialing (CTC)**
- **School Accountability Report Card (SARC)**
- **Teacher assignments**

Big Takeaway(s)

- Maintaining similar number of teachers who are “credentialed and appropriately assigned” (~74 or 75% each year)

How data informed analysis

The Human Resources Department (HR) monitors compliance to CTC and AB1505 requirements to support the internal credentialing process of mission-aligned new and aspiring teachers:

1. Actively participating in the hiring/screening of MWA faculty candidates to assess valid teacher credentials.
2. Supporting presently employed educators to make adequate progress towards their credential by guiding them through applications/requirements for permits and/or waivers that allow them to teach in the State of California.

For those who do not yet hold a "clear" credential status, HR monitors the issuance of the credential, permit, or waiver types until the educator reaches clear credential status, and supports teachers with obtaining a mentor as part of the Teacher Induction Process. In the event that an educator is unable to meet certain milestones towards earning a clear credential on their own, HR creates a teacher plan that outlines milestones, deadlines, and expectations that must be met to continue employment at MWA.

Access to Curriculum-Aligned Instructional Materials

Data Source(s)

- Textbook distribution lists

How data informed analysis

Operations team conducts annual inventory of textbooks and curricular materials each summer, and cross-references this with enrollment numbers, to make sure there are sufficient numbers of books so that all students have access.

Big Takeaway(s)

- All students have access to their own textbook (where appropriate)
- Possible next steps: school leaders conduct analysis of what curricular materials are actually being used in classes
- Planning upcoming curricular pilots (e.g., upper-school math)

Safe, Clean and Functional School Facilities

Data Source(s)

- The Facility Inspection Tool (FIT)
- Regular walkthroughs

How data informed analysis

The FIT tool, along with maintenance ticket requests, alerts the Operations team to areas in need of repair.

Big Takeaway(s)

- We continue to score highly on the FIT tool.
- Next FIT inspection with the county will be in July.

LCFF Priority 2 Summary

Implementation of Academic Standards

Data Source(s)

- PD Calendar
- Walkthroughs/Observations
- Unit planning

How data informed analysis

These data sources and the reflection tool allowed us to identify good practices that have been consistent at MWA this year and others that need reinforcement next year.

Big Takeaway(s)

- We maintaining standards-based curricular materials, lesson plan format, and teaching expectations
- There is a need for more regular cadence of observation/feedback cycles and student-data analysis/instruction cycles, which were not consistently/fully implemented this year
- Alignment between assessment calendar and PD calendar for next year should help with this; requires follow-through

LCFF Priority 3 Summary

Parent Engagement

Data Source(s)

- Meeting attendance/participation information
- Parent School Climate Survey (end of year)
- Calendar of Events
- Educational Partner feedback events

How data informed analysis

This data allowed us to see strengths– consistency of a variety of virtual parent events– and areas for growth– ongoing desire by parents for more opportunities to interact with other parents, on-campus events when possible, and opportunities to share their voices.

Big Takeaway(s)

- Maintained consistent calendar of Saturday events, coffee-talks/chat & chew, advisory committees (SSC, ELAC, BAASAI), LCAP events
- Families desire opportunities for interaction with other parents, forums for sharing their voices, and on-campus events
- The organizational restructure for next year may be bring new opportunities for family/school engagement

LCFF Priority 6 Summary

School Climate

Data Source(s)

- **California Healthy Kids Survey (CHKS)**

How data informed analysis

We utilized the “school report cards” from the CHKS survey to pull out trends related to school connectedness, academic motivation, and school safety. Where possible, we compared results from this year’s survey to prior survey (2019) and to state averages when available.

Big Takeaway(s)

- Overall results were in alignment with our pre-covid trends; however, we experienced a decrease in students' perception of school safety (in the middle school) and having caring adult relationships at the school (in both middle and upper school). These outcomes mirror the feedback the school has received from other student culture and climate surveys as well as anecdotal feedback collected over the course of the school year. Students like many adults experienced anxiety and uncertainty related to returning to campus due to the ongoing pandemic.

LCFF Priority 7 Summary

Access to a Broad Course of Study

Data Source(s)

- Course Schedule
- Enrollment data (from PowerSchool)

How data informed analysis

Course schedule and enrollment data allow us to confirm that students are taking a broad range of courses, aligned with our graduation requirements. Feedback from educational partners highlights potential new courses desired by the community.

Big Takeaway(s)

- Students continue to have access to full range of A-G courses
- New courses for next year in visual and performing arts; mathematics, and plans to implement dual enrollment program in the future
- Desire from community for more electives, especially in the middle school. Staffing challenges remain a potential barrier to expanding course offerings in new directions.

Contact Information

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Learn. Graduate. Give Back.

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Making Waves Academy	Alton B. Nelson, Jr. Chief Executive Officer	anelson@mwacademy.org 510.262.1511

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	8	13.8
Total Teacher Misassignments	8	13.8
Vacant Teacher Positions	1	1.7

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards		2			
History-Social Science		2			

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards			3		
Physical Education Model Content Standards				4	
Visual and Performing Arts				4	
World Language				4	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.			3		

Building Relationships	1	2	3	4	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Making Waves Academy hosted a regular cadence of family meetings and community events designed to deepen authentic partnerships between families and the school community. These include our Saturday meetings, parent workshops, coffee talks & "chat and chew" sessions. In alignment with our local health department and Making Waves Academy's Covid guidelines, families were unable to attend our traditional on-campus events. As such, the school prioritized hosting virtual parent meetings, Advisory family conferences, and community celebrations over the course of the school year.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on our Educational Partner feedback, Making Waves Academy plans to implement four priorities to deepen relationships between school staff and families: 1) return to site-based events, if health guidelines allow, 2) increase opportunities for families to co-plan events on campus, 3) launch a new family communication tool, 3) implement community clusters to streamline communication between the school staff and families.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Making Waves Academy will continue to partner with our School-Site Council to prioritize deepening the partnership with our ELAC and B/AASAI family advisory committees. Making Waves will also explore establishing a family advisory committee for families of students receiving special education services.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			3		

Building Partnerships	1	2	3	4	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			3		
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Students review their outcome data during advisory-family conferences. Our family advisory committees (SSC, ELAC, BAAPAC) review student learner outcomes and provide feedback to help improve students' performance. Both of these avenues help us to build partnerships between families and school staff for supporting growth in student outcomes.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

We hope to increase the number of families who regularly participate in our family engagement offerings (Saturday Parent Meetings, Coffee Talks/Chat and Chews, School Site Council, ELAC, and BAAPAC). While many families have continued to participate in these throughout more than 2 years of virtual sessions, our participation numbers have not yet returned to our pre-covid numbers.

We plan to increase communication with families regarding their student's academic performance by sending home individual diagnostic reports (based in our diagnostic assessment data), twice annually.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Making Waves Academy will continue to prioritize family participation in our ELAC and BAAPAC in order to engage with and include potentially under-represented families.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

In prioritizing community health, Making Waves Academy continued hosting virtual family engagement sessions as such, family participation remained consistent during our School Site Council, ELAC, and BASSAI meetings. We also experienced high participation in our LCAP and ESSER II/III educational partner engagement events. Input from those educational partner events directly impacted our priorities and actions for those state and federal programs.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

In addition to our educational partner input events that happen every spring, we hope to extend more of this work throughout the school year. Moving forward we plan to weave LCAP updates and educational partner engagement and input opportunities throughout the year, using our School Site Council and parent advisory groups.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Making Waves Academy will continue to prioritize family participation in our ELAC and BAAPAC in order to engage with and include potentially under-represented families.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Based on the California Healthy Kids Survey (CHKS) that we administered in March 2022, we found the following results among our students:

- School Connectedness: Upper School (56%) Middle School (60%)
- Academic Motivation: Upper School (59%) Middle School (68%)
- Caring Adult Relationships: Upper School (63%) Middle School (51%)
- Perceived School Safety: Upper School (63%) Middle School (53%)

Overall results were in alignment with our pre-covid trends; however, we experienced a decrease in students' perception of school safety (in the middle school) and having caring adult relationships at the school (in both middle and upper school). These outcomes mirror the feedback the school has received from other student culture and climate surveys as well as anecdotal feedback collected over the course of the school year. Students like many adults experienced anxiety and uncertainty related to returning to campus due to the ongoing pandemic.

Moving forward, Making Waves Academy has prioritized revamping our advisory curriculum and implementing a cluster-based model for school leadership and student support.
This year we increased the number of on-site social workers available to provide real-time support for students. Next year, we will prioritize hiring additional deans, campus supervisors, and assistant principals, which will contribute to a healthy school climate.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1. All students have access to standards aligned core classes. Our courses are A-G aligned and students' advisors along with the college and career counseling team work with our Upper School students directly to ensure that they are on a track to complete all A-G requirements. We use PowerSchool to track course offerings for all of our students. Our students with disabilities are closely monitored by our Director of Special Education and our English Language Learners are monitored by our ELD Coordinator to ensure they have access to and enroll in a broad course of study.

2. Our systems are strong and our students are currently enrolled in A-G approved courses. We are working to build out additional CTE pathways for our students.

3. All of our students have access to A-G approved courses, which are part of our graduation requirements. As our high school continues to grow to its full capacity, our ability to offer additional elective courses will continue to expand.

4. We look forward to onboarding more teachers to ensure highly qualified faculty and content experts are available to continue providing students with access to a broad course of study.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other					

Coordinating Instruction	1	2	3	4	5
program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Coversheet

Approve the 2022-23 Local Control and Accountability Plan (LCAP)

Section:	IV. Action Items
Item:	D. Approve the 2022-23 Local Control and Accountability Plan (LCAP)
Purpose:	Vote
Submitted by:	Molly Moloney
Related Material:	LCAP Revisions made after 5-5 board meeting; for 6-13 pre-read.pdf 2022-23 MWA LCAP final draft for board 6-13 board vote.pdf

BACKGROUND:

Each year, the board must adopt a Local Control and Accountability Plan (LCAP), which outlines how MWA will spend its Local Control Funding Formula funding, and how it will be supporting English Learner, Low Income, and Foster Youth students using the Supplemental and Concentration Grant funds. In addition, as a single-school LEA, we fold our federal "title" monies into the LCAP, instead of producing a separate "SPSA" plan. This 2022-23 LCAP is the 2nd in a 3-year cycle of LCAPs. The LCAP document starts with the Budget Overview for Parents, followed by the LCAP Supplement (reviewed by the board in January) and then the full 2022-23 LCAP. The board hosted a public hearing for this LCAP in May, and prior to that there were numerous LCAP events soliciting input and feedback from varied Educational Partners (parents, students, teachers, staff). Minor revisions were made to the May LCAP draft, based on feedback from the board public hearing. The revisions are outlined in the accompanying board packet pre-read document.

RECOMMENDATION:

It is recommended that the Making Waves Academy Board approve the 2022-23 Local Control and Accountability Plan for Making Waves Academy.

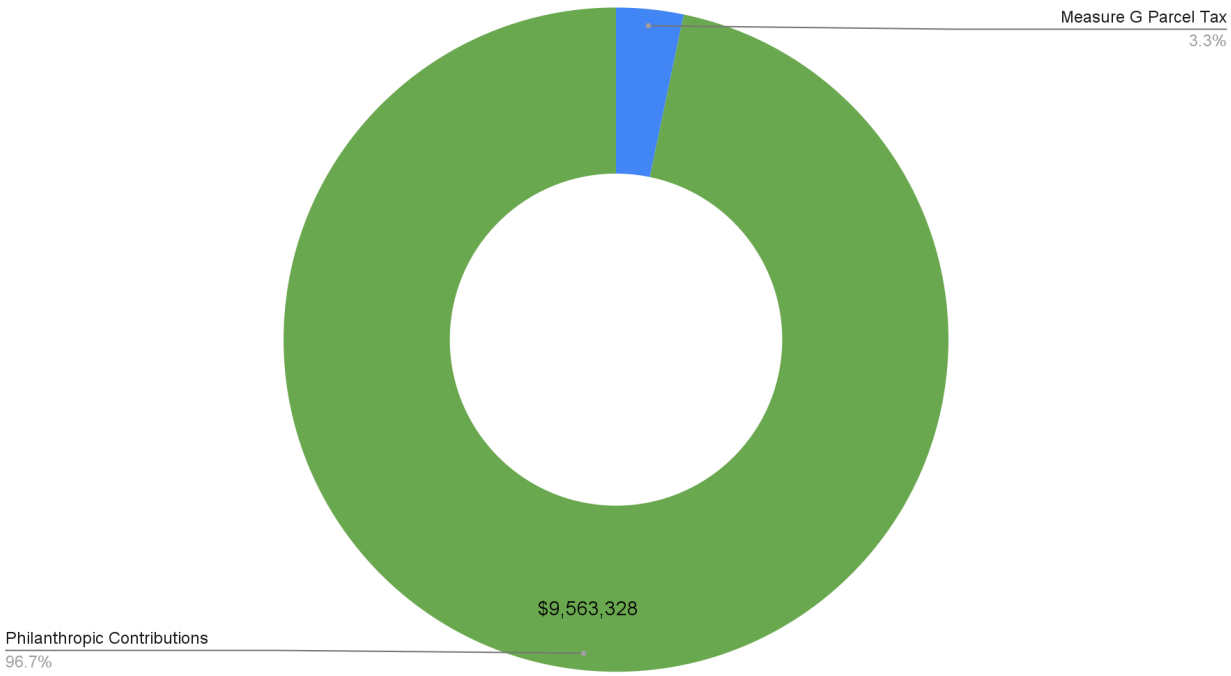
LCAP Revisions

See below for a summary of revisions made to the 2022-23 LCAP, after the May 5, 2022 Board meeting/public hearing (based on feedback received at the meeting). Most changes were fairly minor (e.g., revising some language to make it clearer). At the June 13 board meeting, we will ask the board to vote on approving the 22-23 LCAP. At this same meeting, the California School Dashboard "local indicators" and the 2022-23 Budget will also be presented.

Section	Summary of Revision	Page
Budget Overview for Parents	We were not permitted to add an additional graph into the LCAP template to give additional visibility to the local (philanthropic) funds because the state requires a uniform format for all LEAs. However, we added that graphic to this board packet (see below). We also updated the amounts of some items (including the philanthropic contributions) to reflect final budget numbers.	2-3
Reflections: Identified Need	We clarified some of the language around our needs assessment and interventions.	13
LCAP Highlights	We added additional language explaining how our LCAP also serves the functions of the SPSA, in accordance with ESSA requirements.	15-16
Engaging Educational Partners *and* Goal 7, Action 7.3	We revised the discussion of our work on expanding course offerings to more clearly distinguish between new courses that will be offered in the 2022-23 school year and new course areas for which we are in the exploratory/planning stages of and hope to potentially offer in the future.	19 and 61
Goal 2, English Learner Reclassification metric	We re-revised the desired 2023-24 outcome from 50% reclassified by 8th grade to 65% reclassified by 8th grade, to give us an ambitious goal to work toward.	28
Goal 3, Action 3.4 (Parent leadership)	We added a description of plans to develop a Special Education Parent Committee, and related parent representative to the SELPA, based on consultation with our SELPA.	36
Goal 4	We slightly revised the language of the goal to be: "College and Career Readiness: Support student achievement so that each learner can make progress toward high school completion and have opportunities to demonstrate college and career readiness."	39

Goal 5, ADA and Chronic Absenteeism metric	We revised the year-1 outcomes to reflect the most recent data and added clarifying language explaining that “chronic absenteeism” includes excused and unexcused absences, and that these numbers in 21-22 have been impacted by student quarantines.	47
Goal 8	We slightly revised the language of the goal to be: Academic Growth: Support all learners to achieve growth in academic student outcomes.	64
Increased and Improved Services	We added in the percentage of students in the 3 student groups this section focuses on (English Learners: 19%; low-income students: 81%; foster youth: 0.5%).	71
Expenditures Tables	We adjusted projected LCFF funds and other budget numbers or related calculations throughout to reflect the finalized budget numbers within the context of the May revisions to the state budget.	76

Local Funds



Local Funds- Source	**Amount**
Measure G Parcel Tax	$322,798
Philanthropic Contributions	$9,563,328
Total	**$9,886,126**

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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Making Waves Academy

CDS Code: 07100740114470

School Year: 2022-23

LEA contact information:

Alton B. Nelson, Jr.

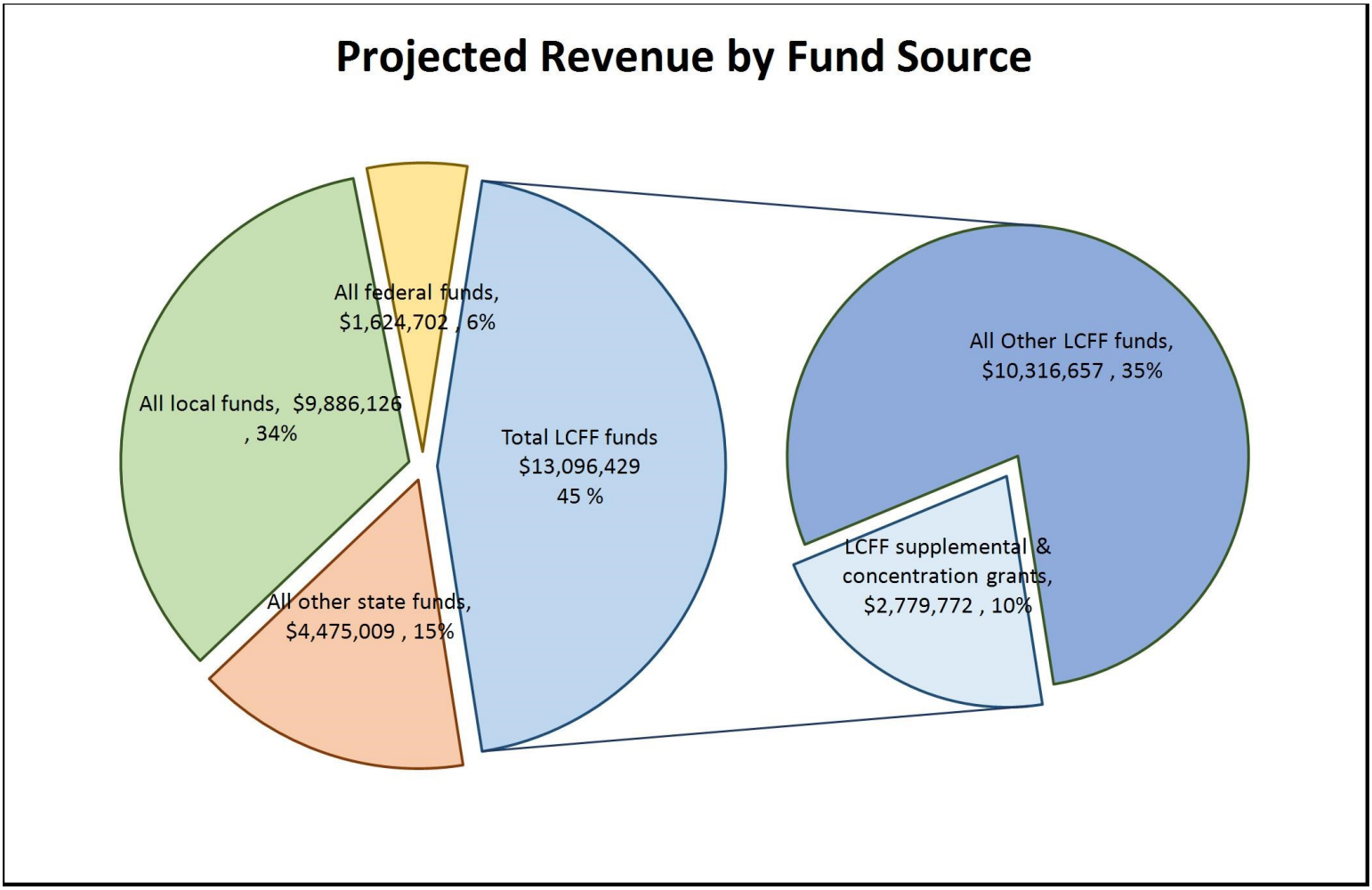
Chief Executive Officer

anelson@mwacademy.org

510-262-1511

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

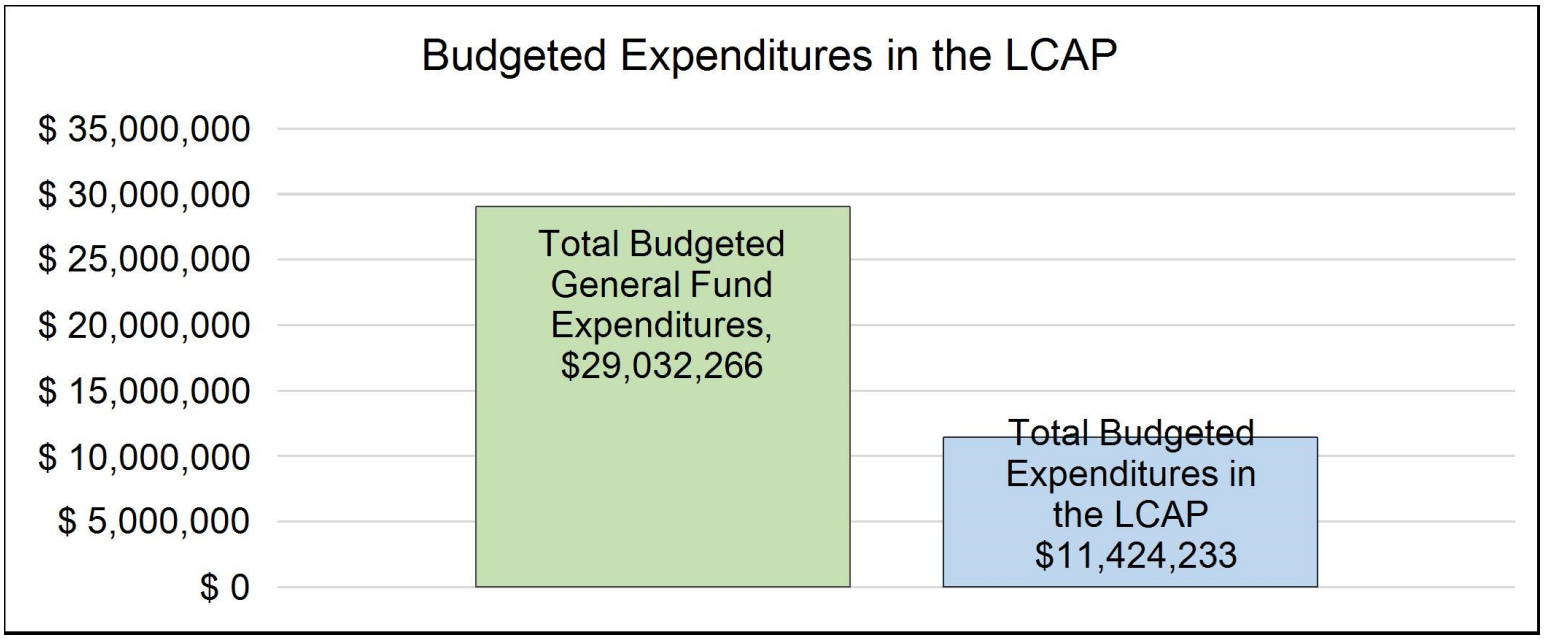


This chart shows the total general purpose revenue Making Waves Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Making Waves Academy is $29,082,266, of which $13,096,429 is Local Control Funding Formula (LCFF), $4,475,009 is other state funds, $9,886,126 is local funds, and $1,624,702 is federal funds. Of the $13,096,429 in LCFF Funds, $2,779,772 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Making Waves Academy plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Making Waves Academy plans to spend $29,032,266 for the 2022-23 school year. Of that amount, $11,424,233 is tied to actions/services in the LCAP and $17,608,032 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures not included in the LCAP include Information Technology, Operations, Student Food, Janitorial Contracts, some Facilities costs, and some Leadership and Support Staff Salaries.

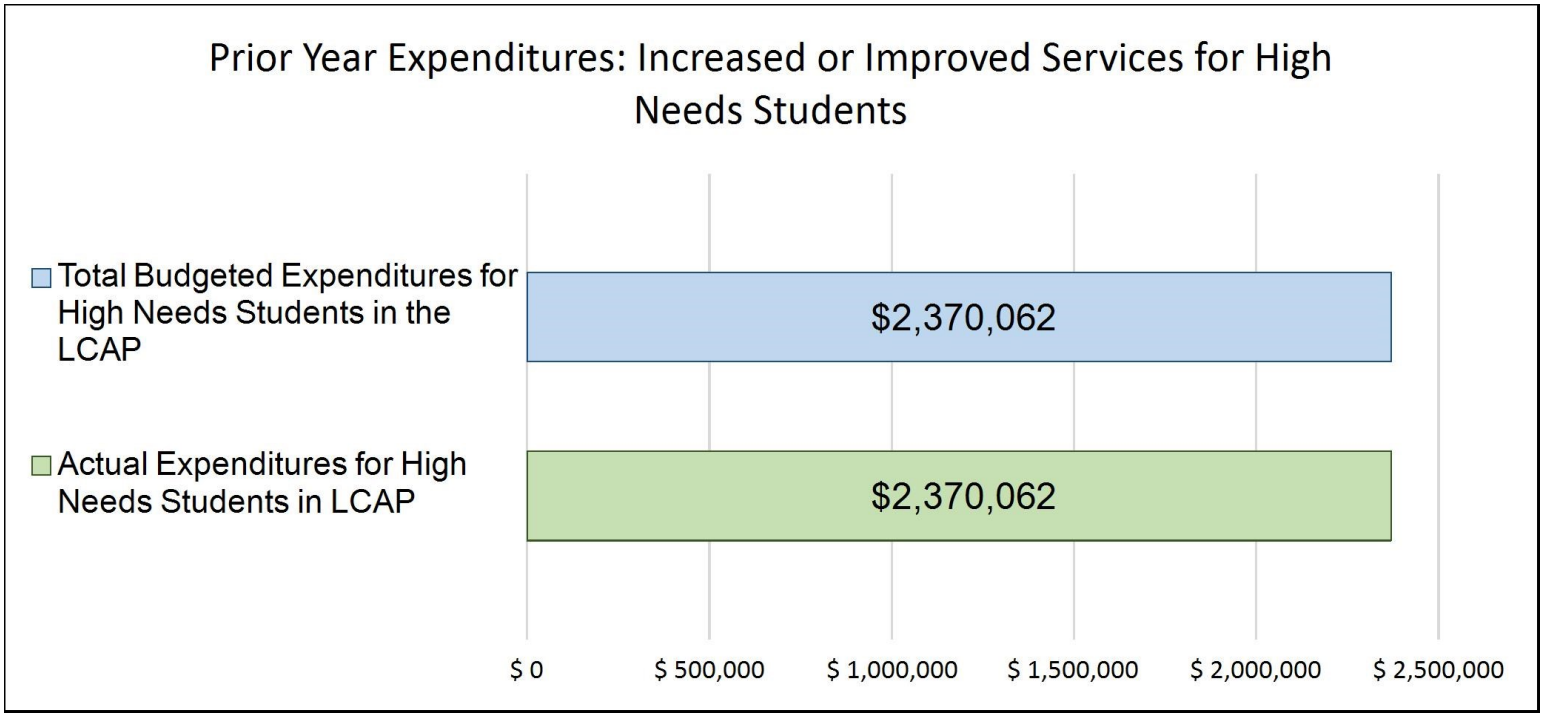
Local Funds details:
Measure G Parcel Tax.....$322,798
Philanthropic Contributions.....$9,886,126

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Making Waves Academy is projecting it will receive $2,779,772 based on the enrollment of foster youth, English learner, and low-income students. Making Waves Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Making Waves Academy plans to spend $2,907,870.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Making Waves Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Making Waves Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Making Waves Academy's LCAP budgeted $2,370,062 for planned actions to increase or improve services for high needs students. Making Waves Academy actually spent $2,370,062 for actions to increase or improve services for high needs students in 2021-22.

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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. E. Ward-Jackson Senior School Director	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 2020–21 Local Control and Accountability Plan (LCAP).

Funds provided in the Budget Act of 2021 that were not included in the 21-22 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 shortage.

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)

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.

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

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Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Making Waves Academy	Alton B. Nelson, Jr. Chief Executive Officer	anelson@mwacademy.org 510-262-1511

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Making Waves Academy (MWA) is a 5th through 12th grade public charter school in Richmond, CA, authorized by the Contra Costa County Office of Education starting in 2007. The Making Waves Academy mission is to rigorously and holistically prepare students to gain acceptance to and graduate from college, to ultimately become valuable contributors to the workforce and to their communities. Our mission was established in an effort to address the disparity in educational opportunity that exists between urban and suburban youth.

Our goal is for at least 70% of our students to earn an appropriately challenging post-secondary degree, and graduate with minimal college debt. Our high school graduation requirements are aligned with California's "a-g" college admissions criteria, thus enabling nearly 100% of

our graduates every year to have the option to apply to college as one of their post-secondary pursuits. And, we embrace and support students pursuing differentiated college and career pathways that include college, vocational training and certification, military service, etc.

To this end, we provide students and families with access to a variety of holistic support services and academic programming and support throughout their time with us. These offerings include rigorous instruction, art and enrichment programming, athletics, parent education opportunities, social-emotional education and support, psychological support, and college and early career counseling.

In the 2021-22 school year, 1,124 students enrolled at Making Waves Academy (as of October 6 Census Day). Of the 1,124 students enrolled, 81% qualify for free or reduced-priced meals (FRPM); 19% are English Learners (with about 30-35% of each incoming 5th grade class classified as ELs and less than 5% by 12th grade), 0.5% are foster youth and approximately 8% are students with disabilities. Our student body includes: 84% Latinx students, 9% African American students, 2% Asian American students, and 5% who identify with other categories.

We provide individualized support for college and career planning. Our college guidance emphasizes finishing within six years and with minimal debt (less than $20,000). In 2020-21, 95% of our seniors had a post-secondary plan, with 17 of them admitted to UC Berkeley.

MWA received its six year Western Association of Schools and Colleges (WASC) accreditation renewal beginning in fall of 2020. Our primary goals in serving our students were formed through the WASC process, and approved by the MWA board. Our WASC goals are as follows:

1. Support for All Learners: Develop and refine vertically aligned programs to support all learners.

2. College and Career Readiness: Refine holistic support for college and career readiness that builds all students' capacity for graduation and success beyond high school.

3. Diversity, Equity and Inclusion: Create a safe, inclusive and high performing environment for all students and adults that is informed through the lens of diversity, equity and inclusion.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Despite the on-going pandemic and the challenges of distance learning throughout 2020-21 and the return to in-person instruction in 2021-22, there are a number of successes to celebrate this year.

In 2020-21, 88.5% of Making Waves Academy seniors graduated with their high school diploma, with approximately half of the remaining students either completing, or projected to complete, in the 2021-22 school year. Even with the incredibly difficult school year and impact of

the pandemic, we maintained our goal of 95% of graduates having a post-secondary plan. Over the last six years, college admission rates for Wave-Makers have risen, with the overall rate for the Class of 2021 landing within our target range of 60-70%, indicating an optimal mix of offers from target, reach, and safety schools. The Class of 2021 submitted applications to 90 institutions, with college-going graduates applying to an average of 8 schools. Based on college commitment data, the Class of 2021 is expected to have an estimated college completion (ECC) rate that outperforms prior cohorts, meeting our growth expectations for the ECC over time.

We were able to administer the MAP math and STAR reading assessments to the majority of our students at the start of this year. This allowed us to establish a baseline of student data at the start of the year, to understand student academic needs as they returned to on-campus learning, and to assign students different tiers of support in our Marlin Hour/DTI periods.

Students participated in consistent, daily advisory periods, allowing for students to connect with one another and their advisors; rebuilding connections has been an important part of the return to on-campus learning. The expansion of the social worker team this year allowed for an increase in the students served with both short- and longer-term support through the social work department.

On-campus learning and engagement was also supported by our COVID-reponse team, including our school nurses and members of the HR and Operations teams. They helped coordinate and monitor weekly COVID-testing for students, contact tracing for students and staff, vaccination requirements for staff, and monitored and revised policies to remain in alignment with state and county COVID guidelines.

A large part of student resilience and efficacy during this challenge season, and always, is parent partnership. This past year our Parent Academy launched with a pathway for parents to take 6 hours' worth of workshops on social-emotional support for their students. Additionally, parent involvement in the ELAC, B/AAPAC, and on the School Site Council was instrumental in supporting student success.

Because our WASC goals align with our LCAP goals, it is important to mention that making adequate progress on our WASC goals constitutes an LCAP success as well. Our progress in our 3 WASC goals (Support for all learners; College and career readiness; and Diversity equity, and inclusion) continues. Despite the many challenges of the return to onsite learning, such as teacher and leader vacancies, COVID-induced pauses in the academic calendar, and the overall wellness of students and of adults within the community, goals and success indicators have been prioritized, and are being monitored as a part of the WASC/LCAP process.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Many elements of the Dashboard have been suspended due to COVID-related issues. However, we have been able to identify a number of areas of need based on local data and some state data that would normally be included on the dashboard.

Like many schools, we saw a decrease in the number of students demonstrating proficiency on state and local assessments (including ELA SBAC and math SBAC) during distance learning, and upon the return to on-campus learning. In particular, Making Waves Academy has identified significant need for improvement in Math achievement for all student groups. The most recent baseline data indicates that 16% of students scored as proficient (level 3 or 4) on the Math SBAC in 2020-21, with an average "Distance from Standard" of -93.3. This data was used to increase the designated/targeted interventions that happen in Math, and to increase and focus professional development offerings.

An additional need is to assess the rigor of classroom tasks, as well as identify more strategies for progress monitoring, using data to inform instruction, and professional development on differentiating instruction and interventions.

Improving attendance and decreasing chronic absenteeism has also emerged as a significant need during COVID and the return to in-person instruction. Chronic absenteeism has increased significantly this year, due in large part to the number of COVID-related absences (quarantines, etc.). We have seen an increase in both excused and unexcused absences during this period, leading to a reinvigoration of our SARB process at the start of 2022.

While many students thrived with the return to on-campus instruction, the transition back to campus was challenging for some students. Re-establishing the norms and expectations of life on campus was an evolving challenge through the year, as seen in an increase in some maladaptive behaviors among some students and a need for increased student support. Mid-year resignations and staff vacancies in teacher and leadership roles also placed strains on many systems this year, leading to the implementation of various contingency plans to support students, teachers, and staff.

Our data and needs assessment has shown that there are significant gaps in unfinished learning or learning loss for many students, but critical learners are disproportionately in need of specific interventions. Everything from the curriculum to the intervention program model is currently under internal review. We want to grow in the alignment between our intervention approach, our delivery of holistic services, and our broader Multi-Tiered Systems of Support (MTSS), so that it is reflective of parent, student, and faculty voice, and supports the progressive growth of our Wave-Makers. Needs analysis for our unduplicated students highlighted performance gaps for our English Learner students compared to other student groups across multiple academic domains and assessments, as well as some performance gaps for our low-income students compared to non-low-income students. We have seen similar performance gaps comparing our students with disabilities (SWD) to other students, across state and local assessments. Educational partners have also shared with us unique obstacles and barriers students from these groups are facing. See the "Increased and Improved Services" section for more about how we are attempting to respond to these needs.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Local Control and Accountability Plan (LCAP) is a plan of actions to raise the academic performance of all students. Our LCAP functions as a strategic planning tool, as a mechanism for engaging with educational partners, and as an important part of the accountability process.

As a single-school Local Education Agency (LEA) we fold our federal “Title” monies and related requirements for the School Plan for Student Achievement (SPSA) into our LCAP. This allows us to meet the ESSA Requirements in alignment with the LCAP and other federal, state, and local programs Making Waves Academy operates a Title I Schoolwide Program (SWP), designed to improve academic achievement throughout the school so all students, particularly the lowest achieving students, demonstrate proficiency on the state’s academic standards. As part of this, we conducted a needs assessment, including analysis of our state and local data, to look for successes, challenges, and areas for improvement (including performance gaps for specific student groups). We used this needs assessment to help drive decision-making around actions to make sure that we are addressing the needs of all students by utilizing evidence-based strategies. We will monitor LCAP implementation and progress through reviewing measurable outcomes on each of our LCAP metrics, as well as using additional internal data (e.g., interim and diagnostic assessment data), including looking specifically at the data and needs of significant student subgroups (Latinx, Black/African American, English Learners, Students with Disabilities, and Low-Income students). We will involve parents, students, teachers, administrators, and other staff in this ongoing monitoring and evaluation process. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

One major highlight of this year’s LCAP development has been the LCAP engagement calendar. We met wth and received input from various educational partners, such as the English Learner Advisory Committee (ELAC), the Black/African-American Parent Advisory Committee (B/AAPAC), the larger parent body, and staff, to host smaller group feedback and input sessions in addition to our large LCAP engagement event that is intended to serve the greater body of educational partners (parents, students, teachers, and staff). (See the “Engaging Educational Partners” section for more details.)

Our 8 LCAP goals continue to be directly aligned with the 8 state priorities. This year, we have gone beyond simply listing the language of the state priority as our goal, to more clearly articulating what we hope to accomplish in each priority area:

Goal 1: Basic Conditions: Provide an effective infrastructure and systems to support basic conditions of learning (credentials, facilities, and instructional materials) to be met or exceeded.

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

Goal 3: Family Partnerships: Promote, increase, and deepen participation in family engagement events and opportunities for parent and guardian engagement through intentional and mission-aligned opportunities for involvement and expanded avenues for family input on school decision-making.

Goal 4: College and Career Readiness: Support student achievement so that each learner can make progress toward high school completion and have opportunities to demonstrate college and career readiness.

Goal 5: Student Engagement: Support student engagement, increased student attendance, and retention of students at Making Waves Academy from 5th grade through high school graduation.

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

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

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

A final highlight is that compared to previous years, we have greatly increased the percentage of our LCFF funds that are accounted for in our LCAP and directly tied to LCAP actions, to increase transparency about our spending and alignment between our plans. We have also significantly expanded our discussion of how we are spending our supplemental and concentration grant funds to support our English learner, low-income, and/or foster youth students (see "Increased and Improved Services" section for details).

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

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

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

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

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The LCAP was developed with input and/or meaningful consultation with families (including families that speak languages other than English), school and central office administrators (including special education administrators), teachers, students, school leaders, other educators, and other school staff.

Our LEA held a series of engagement meetings and solicited participation via surveys throughout the school year to provide opportunities for community members to share input on successes, challenges, and needs. These included five Saturday Parent Meetings, monthly Coffee Talk and Chat & Chew workshops with families, a series of Board of Directors listening sessions with faculty and staff, and a staff task force led by our Senior School Director. These various engagement and input efforts, in combination with our more explicitly-themed LCAP engagement sessions, allowed educational partners to share needs and input that inform various components of the LCAP.

We presented our LCAP mid-year update, along with the LCAP supplement, and solicited input, at our School Site Council (SSC) meeting on January 20, 2022 and to our Board on January 27, 2022. In March and April 2022, we provided multiple opportunities for community members to contribute additional input before the LCAP was finalized. We launched our LCAP Community Engagement with a forum hosted by our SSC on March 31, 2022. Our SSC is composed of elected parents, teachers, staff, and students. The majority of participants in this LCAP forum were parents and this group served as our LCAP Parent Advisory Committee. This group of parents included parents of English Learners and parents of low-income students. We hosted additional LCAP engagement events in April, with our English Learner Advisory Committee (ELAC) (4/12), Black/African American Parent Advisory Committee (BAAPAC) (4/12), and with teachers and staff (4/14). After these events, we had follow-up meetings with to review in writing the feedback received and revisions made based on it with our SSC(4/28) and with our ELAC (5/31). We also consulted with our SELPA (Special Education Local Plan Area) partners on May 4. Finally, we presented the LCAP draft at a public hearing at our Board Meeting on May 5, 2022. Prior to the board public hearing we posted the LCAP draft on our school website and at our front office to invite opportunities for additional community feedback.

At our LCAP engagement events, community members reviewed metrics, worked on identifying needs, proposed actions to meet those needs and suggested potential revisions to current and proposed LCAP plans. In addition to these meetings, surveys were distributed to gather input for our LEA plans from the greater school community.

A summary of the feedback provided by specific educational partners.

Upon review of the feedback collected by our educational partners, several themes emerged within and between participating groups, related to academic outcomes and to school climate or student engagement.

Related to academic outcomes, feedback related to staffing, to professional development, course offerings, and to our approach to academic intervention. In an effort to improve teaching and learning at Making Waves Academy, educational partners recommended we invest in hiring and retaining a diverse faculty, prioritize the continued professional development and coaching of our instructional team, and

reevaluate our framework for academic intervention (DTI and Marlin Hour). Finally, there is strong interest within the Making Waves Academy community to expand the opportunities for students, beginning in middle school, to explore a variety of activities while at Making Waves and prepare for various post-secondary pathways.

School climate and student engagement themes also emerged. Educational partners, particularly families and parents, called for increased opportunities for parent involvement, activities, and engagement. Another theme that emerged from educational partner feedback was a need to further develop the social-emotional learning tools provided to Wave-Makers, including providing curriculum for the advisory period. Educational partners, families and faculty alike, would like to see the school implement a 5th-12th grade behavior management framework that supports and reinforces the unique needs of students as they progress through Making Waves Academy, including the use of positive incentives and motivation and a focus on student/campus safety.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

We have responded to the feedback from educational partners, described in the previous prompt, by making a number of key revisions to this year's LCAP. In fact, every one of our eight LCAP goals underwent some revision based on the specific input of our educational partners.

Aspects influenced by feedback related to academics:
Teacher recruitment/credentials: Action 1.4 describes our continuing partnership with the Alder Teacher Residency program and with CCCOE Teacher Induction Program, including utilizing external mentors when needed to expand the number of teachers we can support with induction.

Instructional coaching, professional development, and collaboration: Actions 2.5 (Instructional Coaching and Professional Development) and 2.6 (Math PD and coaching) have both been added in response to this feedback. Next year's PD calendar will be aligned with the assessment calendar to ensure timely collaborative data analysis. In addition, we are committing to at least monthly observation and feedback to all teachers, a practice that was less consistent this school year.

College and career: Action 4.4 (Post-secondary planning) now includes both the work we are doing in the upper school to help students create post-secondary plans that can encompass multiple pathways, and the creation of school-wide scope and sequence for college and career, which will expose students to these issues (in different ways) starting in middle school.

Course offerings: We have taken preliminary actions to expand courses in 1) visual and performing arts; 2) mathematics; and 3) a dual enrollment through a partnership with a post-secondary institution. Additionally, we are developing a long-term vision for expanding coursework over the next five years, with initial planning beginning for courses in 1) languages other than English, with special attention paid to offering Spanish in the middle school and offering more diverse languages in the upper school; 2) Career Technical Education; and 3) Ethnic Studies. That said, while we have taken preliminary actions and have developed plans for increasing the variety of courses offered, the introduction of new courses for student enrollment is dependent on at least three conditions that we must optimize for: 1) a "guaranteed

and viable" schedule that allows for a-g completion in a timely manner; 2) input from educational partners; and 3) the labor market and our school's ability to find and nurture talent.

Challenges with Marlin Hour/DTI (intervention) block: Parent and teacher educational partnership feedback highlighted ongoing challenges with our intervention programs offered through the Marlin Hour/DTI blocks. Action 8.2 describes our plans for academic intervention, including the plan to research and prepare for a pilot of intervention curricula (prioritizing ELD and math interventions).

Aspects influenced by feedback related to school climate or student engagement:
Parent engagement: In light of ongoing input about family engagement, we substantially revised Goal 3, both in our initial drafts and continuing with revisions after educational partner events. Action 3.1 (Participation Opportunities) now highlights family workshops, our plans to involve parents in planning some events; and our commitment to gathering feedback from families throughout the year. Action 3.2 (Family Engagement) describes a significant reorganization of school leadership vis-a-vis parent engagement, which next year will be held through the new Assistant Principal roles, with each Assistant Principal leading family engagement for their grade cluster. Action 3.4 (Parent Leadership) details the plans for relaunching the Parent Wave Representative role, in addition to continuing other parent leadership opportunities. As part of this we added our plans to develop a Special Education Parent Committee, based on recommendations from our SELPA consultation. Action 3.5 introduces a new parent communication tool (Bloomz). Action 3.6 affirms our ongoing commitment to providing translation and interpretation services to support our many families who speak languages other than English. Based on educational partner suggestions, we also added parent-elements into 8.4 (share assessment results with families) and 6.3 (to share safety and connectedness data with families) and a new metric in goal 3 (measuring family engagement and satisfaction).

Student activities: We added in Action 5.4 (Student Activities Coordinator) and have included middle school as part of this role (which had previously been limited to upper school)

Advisory curriculum: Action 6.2 describes plans to select and pilot curricula for the advisory period.

Student safety, behavior, and incentives: Action 6.7 encompasses both our new software for tracking behavior data ("Kickboard") and our Dean of Students' plans to start developing a Positive Behavior Intervention and Supports (PBIS program), which involves proactive incentives and supports as well as tiered responses and interventions. PBIS is also discussed in action 5.1 as part of our plan to improve attendance. We have also redesigned the Campus Supervisor role, introduced a lead supervisor role, and increased in number of supervisors (Action 6.6), expanded the number of Deans at the school (Deans support with many actions, including 5.1, 5.2, 6.1, 6.2, 6.3, 6.5, and 6.7), and maintained the additional social worker (action 6.4)

Goals and Actions

Goal

Goal #	Description
1	Basic Conditions: Provide an effective infrastructure and systems to support basic conditions of learning (credentials, facilities, and instructional materials) to be met or exceeded.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards-aligned instructional materials in all subject areas	Aligned curriculum in ELA, Science, Spanish, Health and Wellness, Art, Music.	100% of students have access to standards-aligned curriculum and materials in all subjects (2021 SARC).			Standards-aligned, culturally responsive curriculum in all content areas.
Human Resources: Percent of teachers who are credentialed and appropriately assigned	Original: Our systems are built, and being implemented. Revised: 75% in 2019-20 (SARC)	75% in 2020-21 (SARC) 74% in 2021-22 (internal data)			100% of teachers appropriately assigned and making adequate progress towards their credential pathway.
Original: Schedule for routine maintenance of key structural,	Original: Our systems and approach is being implemented.	All facilities systems rated “Good”; overall rating of “Exemplary.”			Original: Buildings remain in good repair.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
equipment, appliance and operational elements of the facility. Revised: Results of annual Facility Inspection Tool (FIT)	Revised: All facilities systems rated “Good”; overall rating of “Exemplary.” (2020 FIT)	(2021 FIT, reported in SARC)			Revised: Maintain all facilities systems rated "Good"; overall rating of "Exemplary" on FIT.
Teacher retention rate	Retention rate from 2020-21 to 2021-22 school year was 74%	n/a (first year of implementation of this metric)			Meet a minimum retention rate of 80%.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Credential process	The Human Resources Department (HR) monitors compliance to CTC and AB1505 requirements to support the internal credentialing process of mission-aligned new and aspiring teachers: 1. Actively participating in the hiring/screening of MWA faculty candidates to assess valid teacher credentials. 2. Supporting presently employed educators to make adequate progress towards their credential by guiding them through applications/requirements for permits and/or waivers that allow them to teach in the State of California. For those who do not yet hold a "clear" credential status, HR monitors the issuance of the credential, permit, or waiver types until the educator reaches clear credential status, and supports teachers with obtaining a mentor as part of the Teacher Induction Process. In the event that an educator is unable to meet certain milestones towards earning a clear credential on their own, HR creates a teacher plan that	$159,628.00	No

Action #	Title	Description	Total Funds	Contributing
		outlines milestones, deadlines, and expectations that must be met to continue employment at MWA.		
1.2	Facilities conditions and review plan	Maintain excellent facilities. Create and implement a Facilities Review Plan addressing: 1. Routine maintenance and inspection of key safety materials, equipment, appliances, and other operational elements of the facility. 2. Preventative maintenance schedule for the year. 3. Annual inventory of furniture, equipment, and appliances that are required for continuity of learning.	$1,949,101.00	No
1.3	Review and adopt curriculum	1. Follow the Annual Curriculum Review & Adoption Plan and work with the board Curriculum and Instruction Review Advisory Committee. 2. Pilot and review a new upper school math curriculum. 3. Plan for integration of Ethnic Studies standards. 4. Develop a rubric to evaluate current and future curriculum for academic rigor, cultural relevance, and student outcomes. 5. Conduct an annual hearing regarding sufficiency of textbooks and learning materials to support all students having access to standards-based instructional materials.	$158,100.00	No
1.4	Teacher residents and teacher induction	Build out our pipeline of diverse mission-aligned, fully-credentialed teachers who reflect the cultural diversity of our Wave-Makers, through: 1. Teacher Residency Program: Continue partnership with Alder GSE to refine the essential elements of our teacher residency program. Under the direct supervision of the onsite Director of Teacher Residency and the Alder partnership, all Residents commit to a rigorous and supportive program that develops highly effective teachers ready to step into the classroom as certificated teachers. Residents also learn MWA's mission and approach, including cultural competency, social-emotional learning, and growth mindset. Support	$289,040.00	No

Action #	Title	Description	Total Funds	Contributing
		that residents receive include an experienced mentor teacher at MWA, test support, and financial aid support for individual residents related to test preparation materials and supplies. 2. Teacher Induction Program (TIP): HR staff partners with school leaders to identify teachers eligible for induction (the process that leads to a clear credential), and communicates eligibility to the CCCOE for assignment and mentor matching. To maximize the number of mentors available, MWA has expanded our partnership with CCCOE, utilizing external (and internal) mentors for our induction program. The number of TIP placements each school year varies based on needs and internal and external mentor availability. All costs associated with TIP are covered by MWA.		
1.5	Enrichment Curricular Programs	Refine middle school enrichment programmatic curriculum to address both the academic and social-emotional needs of students.	$20,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There are no substantive differences between planned actions and actual implementation of these actions. Successes with implementation include continued strong monitoring of credentialing updates by our HR team, systematic work by our operations team to make sure facilities remain ready and safe for students and staff with the return to in-person learning amidst the continuing context of COVID, and continuation of the curriculum review process. Challenges with implementation include the immense amount of additional work that our operations and HR teams have had to do this year, compared to previous years, related to COVID testing, contact-tracing, quarantining and the like.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between our budgeted and estimated actual expenditures or improved services.

An explanation of how effective the specific actions were in making progress toward the goal.

In anticipation of the unique nature of this academic year, the Making Waves Academy leadership team committed to prioritizing safety, rigorous instruction, and the social-emotional wellness of our community. As we prepared to welcome Wave-Makers back to campus, after over 15 months away, both the adult and student community experienced many anticipated and several unexpected challenges.

Despite the many challenges experienced this year, including both faculty and leadership vacancies, we have prioritized actions that support on-site teaching and learning. We prioritized the adoption of a standards-aligned middle school (6-8th grade) social studies curriculum, and we are in the process of researching curricula for both our 5th grade social studies and science programs. We plan to request new curricula for upper school Spanish and psychology during the spring 2022 Curriculum and Instruction Review Advisory Committee (CIRAC) meeting and will pilot a new upper school math curriculum next school year (AY22/23). Through ongoing collaboration between the Academic Instruction Team, Human Resources Team, and Talent Team, we are able to recruit, hire, and assign teachers to instructional assignments that align with their expertise and credentialing. 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), and the remainder are not yet fully credentialed.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We refined the language of Goal 1 this year, moving from just listing the state priority to more clearly stating what we want to achieve, related to this priority: “Basic Services: Provide an effective infrastructure and systems to support basic conditions of learning (credentials, facilities, and instructional materials) to be met or exceeded.”

Given identified needs to increase teachers who are fully credentialed, fill staff vacancies, and retain teachers and staff each year, we added and revised some metrics to measure our progress in this area. We added a metric to track year-to-year teacher retention, as this is an area we hope to improve. We also revised our other metrics for Goal 1 to make them more measurable. To do this, we revised the human resources metric to include the percent of teachers who are credentialed and appropriately assigned, and revised the facilities metric to utilize the Facilities Inspection Tool (FIT) results for facilities, and associated baseline data. We combined elements of some overlapping actions from the 21-22 LCAP in order to add clarity to the plan:

(a) Previous actions 1 and 4 are combined into 2022-23 Action 1.1: Credential Process, pulling out a new/separate Action 1.4: Teacher residents and teacher induction;
(b) Previous actions 2 and 5 are combined into 2022-23 Action 1.2: Review and Adopt Curriculum; and
(c) Previous actions 3 and 6 are combined into 2022-23 Action 1.3: Facility Conditions and Review Plan, which we also condensed.
The goal of these shifts was to reduce redundancies, use clearer language, and to make the plan more accessible for educational partners, but the substance of the actions remained largely the same, unless otherwise noted.

Action 1.2 (Review and Adopt Curriculum) this year calls out our plans to pilot a new upper school math curriculum, responding to the identified needs around math achievement (the middle school recently adopted a new math curriculum as well), and also highlights our plans to pilot the integration of ethnic studies standards into planning and teaching. Action 1.5 (Enrichment Curricular Programs) now highlights our plans to refine middle school enrichment curriculum and options. (See also Goal 6, Action 6.2 for plans for advisory curricula).

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELD training and progress monitoring	Money allotted in the budget is utilized for state purposes for equipment, materials, and training. 80% or more of the Professional Development plan is implemented 100% or more of the progress monitoring	100% of the Semester 1 Professional Development plan was implemented with fidelity (2021-22). 100% of progress monitoring system for English Language Development implemented (2021-22).			Original: All staff are coached regularly on implementation of ELD professional development. Revised: All appropriate staff delivering ELD support are evaluated and meet expectations for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	system for English Language Development is implemented.				proficient instruction and support.
English Learner Progress Indicator (ELPI) (percent making progress toward English Language Proficiency)	44.8% (2019 ELPI) ELPI is not currently being calculated on the California School Dashboard due to COVID-related suspension of some dashboard elements; however, 39% scored level 3 and 24% scored level 4 on 2021 Summative ELPAC.	n/a (first year of implementation for this metric)			50% “making progress” on English Language Progress Indicator (ELPI).
English Learner (EL) reclassification rates	Original: 70% of ELs reclassify by end of 8th grade. Corrected: 55% of Wave 21 ELs reclassified by end of 8th grade (2019-20). 13% of MWA English Learners (all grades) reclassified (2019-20).	36% of Wave 22 ELs reclassified by the end of 8th grade (2020-2021). 9% of MWA English Learners (all grades) reclassified (2020-21).			Original: 80% reclassification rate by 8th grade 20% annual reclassification rate (all grades) Revised: 65% of ELs reclassified by 8th grade. 20% annual reclassification rate (all grades)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards-based professional development	42% of teachers reported that a professional development session increased their understanding of a core competency for teaching and learning. (2021-22 school year, August PD survey)	n/a (first year of implementation of this metric)			80% of participants believe the professional development session will directly impact their classroom instruction and/or learning environment.
Math coaching and professional development	80% of our math teachers participated in targeted math professional development, including individual coaching. (2021-22)	n/a (first year of implementation of this metric)			100% of math teachers will participate in a cadence of math coaching in conjunction with our teaching and learning cycle.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	ELD data analysis and implementation of success metrics	Develop individual learning plans for each English Learner student. These plans will include: individual growth goals based on diagnostic data and semester grades, reclassification targets, and a student-created strengths index.	$18,647.00	Yes
2.2	ELD Professional Development	1. Provide annual training of ELD Coordinator, faculty, and staff on ELD standards and best practices. 2. Provide opportunities for ongoing professional development on evidence-based strategies for supporting English Learners for faculty,	$13,985.00	Yes

Action #	Title	Description	Total Funds	Contributing
		admin, and the ELD coordinator through site-based and off-site training. 3. Implement ongoing formal and informal observation and feedback. 4. Implement a teacher evaluation tool that addresses the use of adopted ELD best-practice instructional strategies and ELD Standards. 5. Share best-practices in ELD strategies through presentations to the faculty throughout the year.		
2.3	English Learner Program	1. The EL Coordinator works in conjunction with the Intervention Services Coordinator to ensure all ELs are placed in designated ELD courses. ELD teachers will receive ongoing professional development and coaching to support the ELD instructional strategies to support students' proficiency in all four ELD domains. 2. MWA will continue to maximize the impact of our integrated ELD program by requiring all content teachers to demonstrate how they plan to ensure ELs have the supports required to fully access grade level content. 3. In order to support the continual improvement of our ELD program, the ELD Coordinator will share EL performance trends, programmatic strengths, and challenges with the ELAC committee, school leadership, and MWA board.	$60,409.00	Yes
2.4	English Learner Reclassification	1.Create a "guaranteed and viable" ELPAC testing schedule. 2. Support EL students and families with understanding the criteria for reclassification as well as their individual student(s) reclassification plan.	$18,453.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3. Create milestones throughout the school year that act as indicators of progress towards meeting and exceeding annual growth targets. 4. Present updates to parents, ELAC, MWA Board, and CEO. 5. Monitor reclassified students' progress for at least 3 years after reclassification and provide appropriate supports as needed.		
2.5	Instructional Coaching and Professional Development	1. The 2022-23 professional development calendar will include a series of training sessions designed to deepen teachers' understanding of their grade-level standards and analysis of data related to student mastery and growth. 2. Plan, schedule, and implement a monthly cadence of formal and informal observation of and feedback to teachers based on the teaching and learning cycle. 3. Include within formal teacher observations and lesson planning documents a section that addresses teacher efficacy with implementation of state standards.	$212,100.00	Yes
2.6	Math PD and Coaching	Math teachers will have the opportunity to participate in curricular training and professional development designed to support teachers' conceptual understanding, support student mathematical reasoning, and respond to real-time formative assessment data to use evidence-based strategies to support all learners.	$58,264.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We experienced some challenges with implementation of this goal related to staffing. In the absence of an English Language Development (ELD) coordinator for much of the year, and due to some COVID-related limitations on travel, we had to scale back the scope of some actions associated with this goal.

Action 2.1: We did not create a visiting committee to other schools.

Action 2.2: We did not fully implement an ELD observation tool or offer off-site ELD professional development.

However, the core functions of our ELD program, and the 3 actions in this goal in the 21-22 LCAP, were successfully implemented and maintained. This includes analysis of English learner data, implementation of designated ELD programs, and continued monitoring of students who have been reclassified.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between our budgeted and estimated actual expenditures or improved services.

An explanation of how effective the specific actions were in making progress toward the goal.

This year we continued to align our designated English Language Development program with our framework for Intervention Services. All English Learner (EL) students are enrolled in our ELD program occuring during Differentiated Tiered Instruction (DTI) in the middle school and Marlin Hour in the upper school. Faculty received ELD instructional support in the form of professional development and individual support, as required. Our Director of Academic Support Services served as the case manager for our English Learners (ELs) and facilitated ELAC meetings. Our efforts are highlighted in our Semester 1 reclassification rate of 8.7%, which is on par with our overall reclassification rate during remote learning, and is on track to increase by the end of the year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We refined the language of Goal 2 this year, moving from just listing the state priority, to more clearly stating what we want to achieve, related to this priority: "Implementation of Academic Standards: Build teacher and leader capacity to effectively develop, implement, and refine vertically-aligned, standards-based learning for all students, including English Learners."

In Goal 2, we added three new metrics. First, we added the English Learner Progress Indicator (ELPI), a state indicator that will be helpful for tracking the year-to-year progress of our English Learners on the ELPAC assessment. We also added in two metrics designed to track the implementation and effectiveness of our professional development offerings, a key component of this goal's focus on building teacher and leader standards-based strengths.

We moved the metrics and actions related to English Learner progress that were previously listed in our Goal 4 into this 2022-23 Goal 2, so that we can centrally track our key EL metrics and actions under one goal, to add clarity and ensure these receive the focus they need and deserve. These were the reclassification metric, as well as 21-22 Actions 4.4 (English Learner Program) and 4.5 (English Learner Reclassification). We also corrected the baseline data for EL reclassification metric, to ensure it was accurate. Goal 2 now includes four action areas specifically related to English Learners: 2.1: ELD Data Analysis and Success Metrics; 2.2: ELD Professional Development; 2.3: English Learner Program, and 2.4: English Learner Reclassification. The general areas of the English Learner actions remained the same, but the specific details were revised to reflect some key practices for AY 2022-23: developing individual learning plans for each EL student as well as affirming our commitment to provide EL professional development, observations and evaluation, related to EL best practices and standards. In addition, there are other schoolwide actions throughout the LCAP that will benefit our English Learner students that are responsive to identified needs and opportunity gaps; see "Increased and Improved Services" section for more details.

We also have added 2 broader actions related to teacher and staff professional development more generally. Action 2.5 focuses on deepening teacher and leader knowledge and skills related to implementation of state standards through observation, feedback, and professional development; Action 2.6 specifically highlights planned work with Math PD and coaching, as math has been an identified area of need for multiple years now.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Family Partnerships: Promote, increase, and deepen participation in family engagement events and opportunities for parent and guardian engagement through intentional and mission-aligned opportunities for involvement and expanded avenues for family input on school decision-making.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance data for family meetings	"Good" family participation (2020-21)	We saw increased family participation in parent meetings (Saturday parent meetings, monthly coffee talks and “chat and chew” parent workshops) in AY21-22 compared to previous school-year.			Original: "Strong" family participation. We hope to see increased participation in family engagement events. Revised: “Strong” parent participation (80% or more families participate in family meetings.) We hope to see increased

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					participation in family engagement events.
Parent Climate Survey data	68% of parents agreed that MWA is responsive to their concerns. 70% of parents expressed satisfaction with opportunities for parent participation and input. (May 2022 Parent School Climate Survey)	n/a (first year of implementation of this metric)			80% of parents feel MWA is responsive to their concerns and express satisfaction with opportunities for parent participation and input

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Participation opportunities	1. Refine and develop a plan for family workshops. Survey parents for workshop interest. Confirm dates in master calendar and market to families. 2. Provide opportunities for parents to engage in organizing and facilitating school events, including on-campus events if health and safety conditions permit. 3. Conduct family feedback surveys and/or town halls at least once per semester.	$12,589.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Family engagement	In response to parent feedback, a shift in our organizational structure allows for a new role of “Assistant Principals” leading family engagement efforts for different grade-band clusters. This will make it easier for parents to know who to go to with questions, concerns, and requests for support.	$12,588.00	No
3.3	Family engagement marketing	1. Update and refine campus signage, parent portal, calendar of events, and promotion materials for parent meetings and events. 2. Send out regular and consistent update emails to parents and staff. 3. Refine the system for marketing and engaging parents for the parent volunteer system. 4. Provide outreach to varied parent groups reflecting different communities at our school, to advertise events and gather inputs for desired events.	$9,400.00	No
3.4	Parent leadership	1. Relaunch Parent Wave Representatives by hosting elections, orientation, and training. 2. Continue to support parent development and support with onboarding and sustaining parent leaders for English Learner Advisory Committee (ELAC) and Black/African American Parent Advisory Committee (BAAPAC). 3. Begin work to develop a Gifted and Talented Education Parent Advisory Committee (GATE-PAC) and a Special Education Parent Committee (SEC), and a parent representative to our SELPA.	$12,700.00	No
3.5	School-Home communication tool	Launch and implement a new parent communication tool (Bloomz), with coordination by the new Marketing and Outreach Manager.	$35,100.00	No
3.6	Translation	Provide translation and interpretation services for parent-advisor conferences, family meetings and documents that require translation or interpretation.	$30,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

2021-22 was a year of many substantive adjustments and pivots due to the impacts of the COVID-19 pandemic on the return to on-site learning following 18 months of distance learning. Additionally, due to COVID mitigation protocols, parents and guardians were not allowed onto campus, and in-person gathering was not permitted. Although these realities caused some challenges, while optimizing for safety, rigorous instruction, and social-emotional well-being, we were also able to maintain some meaningful family engagement. Here are some areas where we had to make some substantive changes:

Action 1: Marketing and expectations regarding parent volunteer hours (from 21-22 Action 1) were relaxed due to the limitations of the pandemic.
Action 2: Family Engagement Coordinator was a vacant position. All family engagement responsibilities have been fulfilled by the Senior School Director.
Action 4: The Parent Wave Representative leadership role was placed on moratorium (with plans to relaunch this role in 2022-23), though other leadership opportunities remained (SSC, ELAC, BAAPAC).

Successes with implementation of actions for this goal include bi-weekly communication with families, monthly parent meetings, implementation of parent academy, and continued parent participation and leadership in our parent advisory committees.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between our budgeted and estimated actual expenditures or improved services.

An explanation of how effective the specific actions were in making progress toward the goal.

Considering the challenges of the year, we made lots of successful and progressive movement with our families. Though streamlined, we were able to host five Saturday Parent Meetings, and we hosted a Coffee Talk and Chat & Chew workshop every month. There were opportunities for parents to volunteer during arrival and dismissal times. We launched our first Parent Academy pathway: a 6-hour workshop series on SEL and wellness topics over a series of Saturday meetings. All of these activities aimed to contribute to meaningful parent engagement at Making Waves Academy.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We refined the language of Goal 3 this year, moving from just listing the state priority, to clearly stating what we want to achieve, related to this priority: Family Partnerships: Promote, increase, and deepen participation in family engagement events and opportunities for parent and guardian engagement through intentional and mission-aligned opportunities for involvement and expanded avenues for family input on school decision-making.

In Goal 3, we have added an additional metric: a measure of parent satisfaction with opportunities for engagement and input, so that we have multiple measures by which we can assess our progress with this goal, beyond attendance at family meetings.

We also revised our actions for this goal. Actions 1-4 kept the same titles and general areas of focus, but we made a number of changes to the details of the actions, as educational partners (particularly parents) have encouraged growth in these domains

Action 3.1 (Participation Opportunities) we highlight family workshops and a desire to provide additional opportunities for parents to not only participate in events but also to help plan events, which was an important practice at MWA pre-COVID. Whether we are able to include on-campus events as part of this will depend on evolving COVID-related health and safety guidelines. We also commit to gathering feedback from families through surveys or town halls at least once a semester.
Action 3.2 (Family Engagement) describes a significant reorganization of school leadership roles related to parent engagement, which next year will be held through the new Assistant Principal roles, with each Assistant Principal leading family engagement for their grade cluster.
Action 3.4 (Parent Leadership) details the plans for relaunching the Parent Wave Representative role, in addition to continuing other parent leadership opportunities through our Parent Advisory Committees (ELAC, BAAPAC, GATE-PAC, Special Education Committee, and parent representation to our SELPA).

Finally, we added Action 3.5, introducing a new parent communication tool (Bloomz), which will be used to expand and make more efficient our capabilities for communication between home and school, and Action 3.6, affirming our ongoing commitment to providing translation and interpretation services to support our many families who speak languages other than English.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	College and Career Readiness: Support student achievement so that each learner can make progress toward high school completion and have opportunities to demonstrate college and career readiness.

An explanation of why the LEA has developed this goal.

Goal 4 is aligned with State Priority 4 (Pupil Achievement) and with our WASC Goal 2 (College and Career Readiness), and elements of WASC Goal 1 (Support for All Learners). This goal builds on an area strength at Making Waves Academy: our high rates of high school graduation, and our college and career supports more generally. In this goal, we have a number of state and local metrics measuring students' progress through high school and preparation for their post-secondary college and career plans, with corresponding actions that highlight the work of our college and career team to monitor and support students in making progress in these areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High school graduation rate	Original: 90% or higher graduation rate for seniors Corrected: 4-year graduation rate: 93.8% (2019-20) 5-year graduation rate: 98.6% (2019-20)	4 year graduation rate: 88.5% (2020-21) 5-year graduation rate: 97.8% (2020-21)			Original: 95% or higher Revised: 4-year graduation rate: 95% 5-year graduation rate: 98%
Drop-out rate	Original: less than 7% drop out Corrected:	1.1% (2020-21) (Data-quest, 5 year cohort outcome)			<1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	1.2% (2019-20; Data-quest, 5 year cohort outcome)				
Post-secondary planning: Percent of graduates having a post-secondary plan across a range of pathways, including: (1) Four-year college or university; (2) Community college; (3) Military enlistment; (4) Job program; (5) Current job or job offer; (6) Trade program or apprenticeship; (7) Gap year program	98.8% (2019-20) 93.5% (2020-21)	n/a (first year of implementation of this metric)			95%
College and Career Indicator (CCI): Percent identified as "Prepared" on CCI	60.8% (2019) This metric is not currently published on the state Dashboard due to suspension of some elements during COVID-19.	n/a (first year of implementation of this metric)			70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	That said, a local projection shows that 37% of current seniors might have qualified as “prepared” in CCI based on a combination of A-G completion and 2021 SBAC scores criteria. (2021-22)				
Early Assessment Program (EAP) results (SBAC Math and ELA results for 11th Grade)	MAP EAP: 40% (2019) 15.6% (2021) ELA EAP: 78% (2019) 61.5% (2021)	n/a (first year of implementation of this metric)			Math EAP: 30% ELA EAP: 70%
AP exam pass rates (percent of AP test takers who passed with a score of 3 or higher)	Original: 35% Corrected: 34% (2018-19) 45% (2019-20)	21% (2020-21)			Original: AP Pass rate: 80% Revised: AP pass rate: 30%
UC and CSU eligibility	CSU eligible: 2020-21: 82.7% 2021-22: 73.6% UC eligible: 2020-21: 74.4% 2021-22: 62.1%	n/a (first year of implementation of this metric)			CSU-eligible: 75% or higher UC-eligible: 60% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathway Completion	1 completer (<1%) (2020-21)	n/a (first year of implementation of this metric)			5% of CTE participants in an academic year reach CTE completer status.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Graduation Pathways	1.Create individual graduation pathway plans for MWA upper school students that track and monitor progress towards high school graduation and post-secondary plans. 2.Provide training and support for faculty and leaders regarding: upper school graduation requirements and college admissions criteria for UCs and CSUs; CTE opportunities for students; and the role and responsibilities of upper school advisors in supporting students progress toward graduation. 3.Create a course schedule that is “guaranteed and viable” allowing for adequate course access and availability for students in meeting the MWA high school graduation requirements in a timely way. Develop new courses that are University of CA Office of the President (UCOP) approved and “a-g” aligned 4.Create a calendar for regularly scheduled updates and reports to the school community, SSC, MWA Board, and CEO on graduation pathways progress. 5. Coordinate with the ELD Coordinator, Special Education Department, and Academic Intervention Services Team, to support critical learner groups receiving access and priority enrollment as needed.	$101,887.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	College/Career	1.Provide training for faculty and staff on the state CCI, on developmentally appropriate college and career readiness topics, and our college and career access MWA scope and sequence. 2.Provide for adoption of strategies that will support students in the development of essential skills and competencies for college and career readiness. 3.Schedule annual presentations for families, AIS Team, SSC, MWA Board, and CEO to monitor, evaluate, and review school-wide performance on college and career readiness. 4. Involve a wide range of faculty and staff in a process for gathering input on school-wide performance targets for college and career readiness, with the purpose of identifying best practices and focus areas for future professional development.	$19,147.00	Yes
4.3	AP Exam	1.Set goal of 80% or more of students enrolled in AP courses choosing to sign up for and take the exam. 2.Set classroom observation schedule of AP courses to ensure fidelity to the AP curriculum and to assess proper pacing of the course. 3.Provide for training for faculty teaching AP courses. 4.Provide for instructional supports, such as online or additional materials to support faculty and students in preparing for AP exams. 5.Monitor GPA progress in AP courses. 6.Set a schedule for presenting results of AP exams to the MWA community, MWA Board, and CEO. 7.Look at and use “AP Potential” data to inform decisions about courses to add.	$17,797.00	No
4.4	Post-secondary planning	1. Work with students and advisors to ensure that 95% or more of graduates have a post-secondary plan, which can include: 1. Four-year college or university; 2. Community college; 3. Military enlistment;	$97,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		4. Job program; 5. Current job or job offer; 6. Trade program or apprenticeship; 7. Gap year program. 2. Develop and deliver a school-wide scope and sequence for college and career access that includes early exposure to a range of careers and, for students whose career aspirations include going to college, exploration of majors.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

As part of our school's college and career readiness efforts, Goal 4 in 2021-22 included a number of metrics and actions related to our English Learner Program (21-22 Actions 4.4 and 4.5). While we are making progress on our EL reclassification goal, we have faced some challenges with implementation. We had limited ability to carry out classroom observations and quarterly data analysis data due to a staff shortage. The English Language Development Coordinator role was vacant for much of the year. That said, the Director of Academic Support Services (who is our former ELD Coordinator) continues to contribute to our English Learner Program extensively. We have also de-emphasized off-site training/professional development this year, due both to staffing vacancies and due to COVID-related travel restrictions (a sub-action of 21-22 Action 4.1). We have had successful implementation of our actions related to graduation pathways for our students, including supporting students with meeting A-G requirements, completing all required courses in a timely way, and making specific post-secondary plans.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between our budgeted and estimated actual expenditures or improved services.

An explanation of how effective the specific actions were in making progress toward the goal.

High graduation rates and low dropout rates continue to be areas of strength for our school, suggesting that the actions associated with each are proving to be effective. In particular, the individual graduation plans that our upper school students receive provide helpful information on their personal progress towards high school completion.

There are several areas, however, that could benefit from special attention in the upcoming year: 1) our Advanced Placement (AP) program exam pass rates; and 2) reclassification rates and quarterly data analysis related to our English Learner (EL) program.

Historically, we have optimized for access to AP courses over optimizing for enrolling students with just the highest grades. This decision was made in alignment with the College Board's recommendation that access to AP courses are good preparation for students interested in pursuing a college pathway. In this way, while we would like to see our students pass their AP courses at higher rates and gain college credit for those courses, we continue to optimize for access, therefore, avoiding screening course enrollment for just our higher performing students. In reviewing the specific actions related to the AP program, it may be helpful to focus our efforts on a targeted group of AP subject areas that have the greatest opportunity to increase their exam pass rates. Such an approach affirms that the currently specified actions can, in fact, contribute to the overall exam pass rates we desire, while acknowledging the capacity of our organization amidst the staff shortages.

As shared in our "description of substantive differences in planned actions and actual implementation of these actions" for Goal 4, we acknowledge that the efficacy of the actions associated with our EL program has been impacted by a long-term vacancy.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We refined the language of Goal 4 this year, moving from just listing the state priority to more clearly stating what we want to achieve, related to this priority, with the intention of optimizing student outcomes according to the College and Career Indicator (CCI) on the California Schools Dashboard. Goal 4 now reads: "College and Career Readiness: Support student achievement so that each learner can make progress toward high school completion and have opportunities to demonstrate college and career readiness." Additionally, Goal 4 now tracks the CCI and UC/CSU eligibility as success metrics to better align our local efforts for college and career readiness to statewide efforts for college and career readiness.

We made some adjustments to the placement of some metrics, to better align them with the focus of each goal, and to remove metrics that were previously duplicated in more than one goal. Specifically, we removed the metrics related to attendance/absences and with student retention at MWA, which had been in both Goal 4 and Goal 5, so that they are only in Goal 5 now (which better aligns with the focus of that goal and priority: student engagement). In this 2022-23 LCAP, we also moved the English Learner Program action (previously Action 4.4) and the English Learner Reclassification action (previously Action 4.5) and corresponding metrics [English Proficiency rates and reclassification rates] to Goal 2, so that we can track our progress with and actions related to English Learner proficiency in one goal area, to add clarity and better align with our areas of WASC goal ownership.

Conversely, we moved the actions related to high school graduation from Goal 5 to this Goal 4, due to Goal 4's focus on college and career readiness (previously Actions 5.4 and 5.5). We also added in a required metric related to college and career preparation: EAP results. A metric that tracks the number of students who complete the Career and Technical Education (CTE) pathway has been added to Goal 4, since that metric contributes to the share of students who are identified as being "prepared" on the College and Career Indicator (CCI). That said, a related metric for CTE participation is captured in Goal 7, since course enrollment data more closely aligns with that goal's course access objectives.

In a continuing effort to cultivate an inclusive college-going and career-going culture, we have added a metric that tracks the rate of students who have a post-secondary plan from across a variety of pathways, with our local goal being 95% or more having a post-secondary plan. Our goal for post-secondary planning enumerates the range of pathways we currently support to ensure all of our diverse learners' needs and goals are represented. As of now, these pathways comprise: a four-year college or university; a community college; military enlistment; a job program; a current job or job offer; a trade program or apprenticeship; or a gap year program. We also added the related action, 4.4, which encompasses the work in our College and Career Services department to support students with creating these post-secondary plans.

Locally, among our college-bound graduates, we have a desired success measure of 70% matriculating to a four-year college or university. Adding a metric for UC/CSU-eligibility will help us monitor and support our students in meeting our objectives for college-bound students. Year after year, we are seeing that 70% or more of seniors are CSU-eligible, meeting our long-term target for college-bound students, despite another year of falling rates in 2021-22. Finally the language for Action 4.2 (College/Career) has been refined to acknowledge our focus on the state CCI, while affirming our local efforts to prepare students for college and career readiness in ways that exceed the expectations of the CCI, such as the development of our Academy-wide scope and sequence for college and career readiness.

We made corrections to the baseline data reported for our graduation rates and AP pass rates (see measurable outcomes section for the originally reported and corrected data). Based on these corrections, we revised the desired outcome for our AP pass rate to make this a more realistic goal (from desired outcome of 80% passing to 30% passing) to better reflect historical trends at the school with the AP test. This would still represent growth compared to our current rate, but also better take into consideration our baseline starting point. We similarly corrected and revised our math and ELA EAP goals to 30% and 70%, respectively. We also differentiated between our 4-year and 5-year graduation rates in our baselines and desired outcomes, to add clarity. We also cut former Action 4.8 (enhance faculty training) and instead ensured that its emphasis on faculty training and preparation is integrated into each of our separate actions in this goal (4.1-4.3), and condensed and combined sub-actions from 4.1 (Graduation Pathways) to enhance clarity.

The language for actions related to “college/career” have been refined to acknowledge our focus on the CCI, while affirming our local efforts to prepare students for college and career readiness in ways that exceed the expectations of the CCI. New action 4.4 highlights these efforts, with our work to support all students in creating a post-secondary plan, which could encompass a variety of post-secondary paths, and the development of our Academy-wide scope and sequence for college and career readiness.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	Student Engagement: Support student engagement, increased student attendance, and retention of students at Making Waves Academy from 5th grade through high school graduation.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance [ADA] rates	Original: 95% ADA Corrected: 96% ADA (2018-2019; last full year of in-person instruction) 91.8% ADA (2020-21; distance learning, internal data).	88.3% ADA (as of 6/1/22) (internal data)			97% ADA
Chronic Absenteeism rates (% who are absent, excused or unexcused, more than 10% of school days)	7.3% (2018-19)	23.8% (2020-21) (Dataquest) 51.0% (as of 6/1/22) (internal data;			15.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		numbers impacted by quarantines)			
8th grade retention rates	Original: 85% or more of 8th graders matriculate to Upper School Corrected: 97% of 8th graders matriculated to the upper school (2019-20)	96% of 8th graders matriculated to the upper school (2020-21)			Original: 90% or more 8th graders matriculate to upper school Revised: 95% or more 8th graders matriculate to upper school
Upper school retention rates	Original: 90% or higher retention rate from 9th-12th grades Corrected: 98% retention rate in upper school (2019-2020)	96% retention in Upper School (2020-21)			Original: 90% retention rate in upper school Revised: 96% retention in upper school

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Attendance messaging and consistent practice	1. Create student celebration recognition opportunities to recognize student and parent excellent attendance. Establish criteria for this. 2. Present attendance data to parents, students, MWA Board, and CEO.	$80,484.00	No

Action #	Title	Description	Total Funds	Contributing
		3. Create and distribute marketing and messaging around the importance of attendance. 4. Create and implement a school wide PBIS system tied to values that allows for students to be celebrated for making good choices, such as being on time to school and class.		
5.2	Attendance: SARB/SART process	Continue regularly notifying families of absences. Follow SARB guidelines to send notification letters and implement tiered responses to unexcused absences. Initiate family phone calls and schedule family meetings in a timely manner, to partner with families to identify barriers and needed support, to enable improved attendance.	$85,474.00	No
5.3	Student Enrollment, Retention, and Transfers	1. Continue to conduct student exit interviews and collect data on student transfers. 2.Continue the new-student enrollment process to welcome new students into Making Waves.	$127,433.00	No
5.4	Student Activities Coordinator	Monitor and coordinate student activities (e.g., clubs, athletics, extracurriculars) to help build student engagement and investment at school. Gather input from students, families, faculty, and staff about potential new clubs and activities in both the middle school and upper school.	$89,475.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Attendance this year was greatly impacted by the pandemic and related quarantines. In addition, our capacity to respond to other absences was initially diminished by staffing challenges. The SARB process referred to in Actions 2 and 3 was delayed in its implementation due to shifts in staffing and vacancies; full implementation began in January 2022, which led to some improvements in student attendance in semester 2. The student celebrations/recognition in Action 1 were not fully implemented in 2021-22, but are planned to be renewed next year. This program will be tied to values that allow for students to be celebrated for making good choices, such as being on time to school and class. Successes with implementation include the continued monitoring and support work of our college and career team (supporting graduation rate Actions 4 and 5 in the 21-22 LCAP), which has been essential for helping our students transition from distance learning to in-person instruction while still remaining on track for graduation and recover any needed credits for graduation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between our budgeted and estimated actual expenditures or improved services.

An explanation of how effective the specific actions were in making progress toward the goal.

Mirroring trends we have seen across the state, there has been a notable decline in attendance this year. MWA outcomes related to student attendance have been greatly impacted by COVID, resulting in a decrease in average daily attendance and a significant increase in chronic absenteeism. One driver in this has been COVID-related quarantines, leading to an increase in the number of days that students have been absent (chronic absenteeism rates include both excused and unexcused absences).

The SARB (Student Attendance Review Board) process (referred to in Actions 1 and 2), which addresses unexcused absences and brings in a level of accountability, got a late start in the year, due to some staffing challenges. However, the SARB process was reinstated and reinvigorated starting in January 2022. One major element of this entailed hiring a temporary attendance clerk who undertook extensive outreach efforts to families of students with multiple unexcused absences, to connect with families around needs and ensure clear messaging was delivered around attendance policies.

Actions 4 and 5 in the 2021-22 LCAP, related to graduation rates, have been implemented and largely effective, allowing us to monitor and support students' progress toward graduation. In particular, the individual graduation plans that our upper school students receive provide helpful information on their personal progress towards high school completion.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We refined the language of Goal 5 this year, moving from just listing the state priority, to more clearly stating what we want to achieve, related to this priority: “Student Engagement: Support student engagement, increased student attendance, and retention of students at Making Waves Academy from 5th grade through high school graduation."

We expanded our actions related to attendance and specifically the SARB process (Action 2), as we have identified declining attendance and increasing chronic absenteeism as an area of need. While we think that some of the changes in our attendance data is attributable specifically to COVID cases and exposures and related quarantines, we want to address the issue of attendance head-on next year to ensure that we are decreasing any unneeded or unexcused absences. We have also connected our attendance messaging practiced in Action 5.1 to our plans to implement a broader PBIS approach next year.

We also created Action 5.3 (Student Retention and Transfers) to reflect current practices, designed to support the metrics in this goal around student retention; the elements of this action were previously embedded in other actions, but we have pulled them out into a separate action to add clarity moving forward.

We added in corrected baseline data for ADA, chronic absenteeism and retention rates, to correct errors in last year’s submission, as well as set new desired outcomes to make our retention goals more ambitious (as our original goals were less than our corrected baselines) and to set a clear 2023-24 desired outcome for chronic absenteeism, as that was not included in last year’s LCAP.

We also moved the graduation rate metric and previous actions 5.4 and 5.5 (graduation rates) out of Goal 5 and into Goal 4, which focuses on college and career readiness. We also moved the Social Worker Dashboard metric, which had previously been repeated in both Goals 5 and 6 to now only appear in Goal 6, where it is better aligned. We made these changes to add clarity and better align with our organizational division of labor and WASC goal ownership.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development calendar, meeting notes, and surveys	PD Calendar reflects Social Emotional Well-Being training for faculty and families. (2020-21)	2021-22 PD calendar reflects implementation of August training on Notice/Talk/Action protocol and on-going mindful education trainings throughout the year.			PD Survey data shows that stakeholders find training to be beneficial to practice and student outcomes.
Social Worker student survey	93% of students surveyed who received on-going services reported the services helped them learn new strategies to manage their	n/a (first year of implementation of this metric)			95% or more of students who received on-going services reported the services helped them learn new strategies to manage their

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	problems/concerns or led to a positive behavior change. (2021-22)				problems/concerns or led to a positive behavior change.
Holistic Services referrals	93% of students who were referred to the Holistic Services Department received support services or were connected with support services. (2021-22, as of 3/11/22)	n/a (first year of implementation of this metric)			95% of students who are referred to the Holistic Services department receive support services or are connected with support services.
School Climate Survey	Original: 85% of students and parents indicate through the survey that MWA is safe, there is connection to the mission, and they feel seen and heard Corrected: More than 60% of Wave Makers feel that MWA facilitates an environment where they feel safe, can be themselves, celebrated/praised, feel valued/important, and supported to address and resolve harm	56% of Upper School students and 63% of Middle School students surveyed indicated they feel school connectedness (feel safe at school, feel closeness to people at school, feel part of the school, happy to be at school, treated fairly). (2021-22, California Healthy Kids Survey [CHKS]) 72% of parents surveyed indicated they feel their student is safe at MWA and 69% indicated that MWA is responsive to their concerns and			Measure student and parent responses with respect to safety and connectedness with a goal of 80% or more of our students and parents feeling that MWA is safe, that they feel a strong connection to the mission, and they feel seen and heard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(2020-21 local indicators)	questions. (May 2022 Parent Climate Survey)			
Suspension rate (percent of students who were suspended for at least 1 day)	5.9% (2019-20, Dataquest)	0% (2020-21 [distance learning], Dataquest)			<5% (overall and in both divisions)
Expulsion rate	0.2% (2019-20, Dataquest)	0% (2020-21, Dataquest)			0%

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Social Emotional Learning	1. Implement and train staff on restorative justice practices. 2. Implement and align social-emotional learning (SEL), advisory, and Tier 1 classroom-based strategies and faculty/staff trainings. 3. Provide for professional development for Deans, staff, and other administrators to continue to refine their knowledge of discipline management techniques and social-emotional development.	$148,216.00	Yes
6.2	Advisory Curriculum	Purchase and implement a curriculum to use in advisory classes, in alignment with the new college access scope and sequence.	$30,250.00	Yes
6.3	Safety and Connectedness Data	1. Conduct semi-annual surveys of students and parents to gauge their sense of safety, mission alignment, and connectedness within the community. Share results with parents and staff. 2. Share discipline data (Deans) and social emotional well-being data (Social Workers) each semester with MWA staff. Utilize socioemotional data during professional development with staff	$103,722.00	Yes

Action #	Title	Description	Total Funds	Contributing
		members to implement change and serve as foundation for instructional practices and the learning environment.		
6.4	Support Team (Social Workers)	1. Maintain additional Social Worker, to help students and families connect with site-based and off-site service providers to seek targeted support. 2. Provide for ongoing training of MWA Social Workers to be able to help address more severe student issues. 3. Develop School Social Work intern program (pilot) to support the Social Worker department in building capacity to serve student needs. 4. Explore community partnerships to potentially provide additional Tier 1 and Tier 2 services (e.g., prevention education or psycho-education).	$206,310.00	Yes
6.5	Student Support Referrals and Services	Provide multi-tiered, evidence-based, holistic supports through referrals from families, students, or teachers/staff-members trained in Notice-Talk-Act (NTA). Provide on-going communication about the referral process. Through the triage process, students may be connected with services based on level of need, including social worker support, Fruge Psychological Associates, or outside providers. Share information to families about mental health resources.	$386,000.00	Yes
6.6	Campus Supervisors	Revitalize the campus supervisor position by implementing an updated job description which includes stronger collaboration with the Dean's Office, introducing a lead campus supervisor role, and expanding the number of supervisors.	$510,606.00	No
6.7	Behavior Data System	1. Adopt new software (Kickboard) for tracking behavior incidents and PBIS supports. Communicate with parents about behavior and supports. 2. Implement staff training for and begin to implement Positive Behavior Intervention and Supports (PBIS) program, aligned with MWA's 5 values. PBIS programs include positive incentives, celebrations and proactive supports, as well as tiered intervention systems and behavioral supports.	$11,335.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The safety and social emotional wellness of our community were top school priorities this year, with the return to on-campus instruction. Most elements of the actions related to this goal were implemented this year, but a few were not fully implemented due to challenges related to staffing and other shifts in prioritization of efforts:

Action 6.1: One element of action 6.1 was to implement restorative justice practices with fidelity. Although restorative justice is still a core part of our approach to discipline, some elements of it have been implemented less robustly due to vacancies in the Dean of Students office.

Action 6.3: we did not conduct a semi-annual school climate survey and create a separate committee to analyze this. Instead, we have collected data from pulse check surveys, convened a task force to make recommendations related to school climate and other issues, and administered the California Healthy Kids Survey in March. We have also integrated work related to SEL and climate data into multiple departments as relevant (e.g., Holistic Services, Ops, SSC, College & Career counseling, etc.).

Successes with implementation of actions for this goal include the onboarding of an additional social worker to provide supports for students, consistent messaging of school expectations in the handbook and similar communications, opportunities to connect and build a strong school and class climate through advisory period.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between our budgeted and estimated actual expenditures or improved services.

An explanation of how effective the specific actions were in making progress toward the goal.

2021-22 was a school year marked by a number of challenges related to school climate. Students returned to campus after more than a year spent away in distance learning, a year in which many students and staff experienced trauma and obstacles to their social-emotional health. While some students thrived with the return to on-campus learning, other students found this to be a challenging transition, evidenced by an increase in mal-adaptive student behaviors, a trend that has been noted by practitioners at many schools and districts across the country.

MWA prioritized holistic support services and SEL as a major area of focus this year. A number of actions were particularly effective at promoting a healthy school climate. Hiring an additional social worker has enabled a significant increase in students served, which was important in this year of recovery from distance learning and continued COVID context. Collaboration within the different branches of the holistic services department to serve student needs (bridging discipline and social emotional needs) has been very helpful this year. Consistent, vertically aligned SEL messaging through advisory academy-wide has been an expanded and important element this year. We have also maintained consistent messaging of policies and procedures through handbooks and other communications and maintain consistent data collection and data sharing practices. Working closely with FPA clinicians has also been effective for providing holistic services.

Staffing challenges, such as vacancies in the Dean's office and other holistic services roles, diminished the scope or effectiveness of some actions in this area. Some elements of Action 6.1, such as those related to restorative justice and some professional development opportunities were not implemented as robustly as we initially had hoped, due to the staffing challenges. We plan to enhance these actions next year, with an expanded Dean of Students team, deepening our implementation of restorative justice practices and expanding opportunities for our holistic services staff to attend professional development.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We refined the language of Goal 6 this year, moving from just listing the state priority, to more clearly stating what we want to achieve, related to this priority: "School Climate: Create a safe and inclusive environment of achievement and student success, informed through the lens of diversity, equity, and inclusion, to holistically support students and adults, and maintain a healthy school climate."

We also made some changes to the way we presented the metrics in Goal 6, to separate out distinct metrics (related to social worker survey, student management data and referrals, and professional development data), which had previously been grouped together in one metric. We separated these to add clarity and transparency.

Social emotional wellness (and school climate) has been a key priority at Making Waves this school year and will continue to be so in 2022-23. As such there are a number of changes in Goal 6 this year, to reflect the work we are doing to prioritize this area.

We added a number of new actions this year, to better reflect some of our current practices related to SEL and Holistic Services, as well as to introduce some new actions for the 2022-23 school year:
Action 6.2 highlights the adoption of an advisory curriculum, something that has been long called for by educational partners (particularly teachers and staff) to provide increased supports with this crucial period of the day.
Action 6.4 introduces the development of a social worker intern program as part of the social worker support plan, to broaden even further the supports that this department can provide to our students (supports which have been in high demand this year).
Action 6.6 reflects the expansion and revitalization of the campus supervisor role, to provide for additional supervisors, a lead supervisor, and an adjusted job description that will allow for greater collaboration with the Dean's office.
Action 6.7 describes the new behavior data system, to replace our current system EdClick, which we hope will allow for simpler and more transparent data collection and data analysis, as well as allow us to integrate the collection of behavior data with the implementation of PBIS (Positive Behavioral Interventions and Supports) plans.
Action 6.8 highlights some elements of our Restorative Justice program, which we plan to continue and expand next year.

The plan for PBIS will revolve around reinforcing MWA's 5 core values and behavior expectations. Those students who are aligned with the values and following classroom expectations will be celebrated in a variety of ways based on availability and student interest. Students will earn casual dress days, and other events of celebration. Teachers and other MWA staff will partner with the Dean of Students (DOS) to hold students accountable and document behaviors in designated software program (Kickboard) accessible to DOS for follow up when warranted.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Goal 7 aligns with State Priority 7 (Course Access). Where Goal 4 focuses on college and career readiness and the rate at which students progress towards high school completion, Goal 7 allows us to monitor the variety of courses that are offered on campus. This goal builds on a strength at Making Waves, our strong and consistent rates of students completing the A-G course requirements for UC/CSU admission. It also encompasses some areas identified by educational partners as areas for growth, namely expanding some course offerings and options.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Master schedule	Ensure that students are enrolled in courses that are aligned with MWA requirements for middle school promotion and upper school (high school) graduation.	Middle school: 100% of middle school students are taking courses that fulfill local requirements for 8th grade promotion. (2021-22) Upper school: 97.4% of upper school students are taking courses that fulfill local requirements for high school graduation (including coursework that is consistent with a-g			100% of students are enrolled in courses at the middle school that meet the state criteria for “course access” and at the upper school (high school) that meet and/or exceed MWA graduation requirements (consistent with a-g requirements for UC/CSU eligibility) through offering a viable but varied set of differentiated courses.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		requirements for UC/CSU eligibility, exceeding the minimum state requirements). (2021-22)			
CTE course enrollment	Original: 10% or more will be enrolled in CTE designated courses. Corrected: 31% CTE participation (AY 2019-20 in 2021 SARC)	27% CTE participation (AY 2020-21 in 2022 SARC)			Original: 10% or more will be enrolled in CTE designated courses. Revised: 30%

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Course access	1. Develop a daily bell schedule that is “guaranteed and viable.” 2. Continue to refine and develop offerings in the middle school and upper school divisions. 3. Develop course offerings and a master schedule that reflect access, and targeted specialized support for EL, IEP, Intervention, and GATE-identified students. 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.	$86,874.00	No

Action #	Title	Description	Total Funds	Contributing
7.2	Alignment of course offerings	Continue to support plans for the master schedule to allow for each content area to have a common preparation period to allow for teacher preparation, collaboration, and vertical alignment.	$19,050.00	No
7.3	Expand course offerings	1. Continually adapt our course offering to optimize for: (a) a “guaranteed and viable” schedule that allows for a-g completion in a timely manner; (b) input from educational partners; and (c) the labor market and our school’s ability to find and nurture talent. 2. Take preliminary actions to expand courses in 1) visual and performing arts; 2) mathematics; and 3) a dual enrollment partnership with a post-secondary institution. 3. Develop a long-term vision for expanding coursework over the next five years, with initial planning beginning for courses in 1) languages other than English, with special attention paid to offering Spanish in the middle school and offering more diverse languages in the upper school; 2) Career Technical Education; and 3) Ethnic Studies.	$6,398.00	No
7.4	Career and Technical Education (CTE)	1. Continue providing options for students to take CTE or career-themed courses. 2. Continue providing instructional materials and supplies for CTE or career-themed courses. 3. Continue providing interdisciplinary collaboration time for CTE or career-themed teachers with teachers of other subject areas.	$174,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There are no substantive differences in planned actions and actual implementation of these actions. Successes with implementation of actions include continuing to offer a schedule and graduation requirements with strong alignment to A-G requirements. Challenges with implementation have centered around teacher vacancies and the challenges with staffing this year in the context of an emerging and growing teacher shortage in the state and region.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between our budgeted and estimated actual expenditures or improved services.

An explanation of how effective the specific actions were in making progress toward the goal.

The high rate of middle school students who are enrolled in courses that fulfill local requirements for 8th grade promotion, combined with the high rate of upper school students who are enrolled in courses that fulfill local graduation requirements (including coursework that is consistent with a-g requirements for UC/CSU eligibility, exceeding the minimum state requirements), suggest that our actions for course access are proving to be effective.

This year, our student enrollment in Career Technical Education (CTE) courses exceeded our expectations by nearly 30%, suggesting that our actions for CTE participation are proving to be effective. In fact, the results we are seeing have caused us to increase our participation goal from 10% (our original goal) to 30% (our revised goal).

Lastly, according to our actions for expanding the course offering, we have developed plans for expanding courses in 1) languages other than English; 2) visual and performing arts; 3) Career Technical Education; and 4) dual enrollment through a partnership with a post-secondary institution. That said, while we have developed plans for increasing the variety of courses offered, the introduction of new courses for student enrollment is dependent on at least three conditions that we must optimize for: 1) a “guaranteed and viable” schedule that allows for a-g completion in a timely manner; 2) input from educational partners; and 3) the labor market and our school’s ability to find and nurture talent.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We refined the language of Goal 7 this year, moving from just listing the state priority, to more clearly stating what we want to achieve, related to this priority. Goal 7 now reads, “Course Access: In order to prepare all students for college and career, we will maintain and expand access to a broad course of study.”

We moved the CTE course enrollment metric from Goal 8 to this Goal 7, to disaggregate it from other metrics around CAASPP scores and GPA, for clarity. We also revised the desired outcome for CTE course enrollment to make it more ambitious (as we have been consistently exceeding the original 10% goal). Additionally, the language of actions associated with CTE have been revised to reflect that the CTE program is no longer in its planning or pilot phase, but is now in a phase where continued monitoring and evaluation are needed.

The language for actions related to “expanding the course offering” have been refined to affirm our community’s desire to offer a wide range of options, while also acknowledging the conditions of the current labor market and our responsibility to offer a “guaranteed and viable” schedule that allows for “a-g” completion in a timely manner. That said, while our course offering for the 2022-23 school year has not been finalized as of the time of this writing, we have taken initial actions to expand courses in 1) visual and performing arts; 2) mathematics; and 3) dual enrollment.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
8	Academic Growth: Support all learners to achieve growth in academic student outcomes.

An explanation of why the LEA has developed this goal.

Goal 8 aligns with State Priority 8 (Other Pupil Outcomes) as well as some metrics in State Priority 4 (Student Achievement). It also aligns with our WASC Goal 1 (Support for All Learners). This goal helps us to focus on enabling growth in our students' academic outcomes, as measured by their success on state assessments (e.g., CAASPP) and grades (GPAs) in their courses. In creating actions to help us achieve the desired outcomes for these metrics, we looked to address identified academic needs. For example, during distance learning and through the pandemic we have seen a decrease in the number of students demonstrating proficiency on state assessments. Our actions in this goal reflect our plans to continue to address this area of need, including refining and expanding our offerings in Tier 1 instruction, in Tiers 2 and 3 interventions, and in supporting students with disabilities. We bring these to this goal so that we can support all of our learners in growing as scholars who demonstrate academic excellence and our value of scholarship.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP scores for English and GPA for English	Original: 50% for the middle school and 70% for the upper school pass SBAC and have GPAs above 2.7 Corrected: Overall: 50% proficient Middle school: 46% Upper school: 78% (2018-19 ELA SBAC)	Overall: 39% proficient Middle school: 36% Upper school: 58% (2020-21 ELA SBAC) ELA GPA: 2.63 (2021-22 Semester 1)			ENGLISH: 70% for the middle school and 80% for the upper school pass the SBAC and have GPAs above 2.7.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELA GPA: 2.05 (2020-21 Semester 2)				
CAASPP scores for Math and GPA for Math	Original: 25% for the middle school and 40% for the upper school pass SBAC and have GPAs above 2.7 Corrected: Overall: 26% proficient Middle school: 24% Upper school: 40% (2018-19 Math SBAC) Math GPA: 2.35 (2020-21 Semester 2)	Overall: 16% proficient Middle school: 16% Upper school: 15% (2021-22 Math SBAC) Math GPA: 2.79 (2021-22 Semester 1)			Original: MATH: 50% for middle school and 70% for upper school pass the SBAC and have GPAs above 2.5 Revised: MATH: 30% for the middle school and 50% for the upper school pass the SBAC and have GPAs above 2.7.
CAASPP scores for Science and GPA for Science	Original: 50% for the middle school and 70% for the upper school pass SBAC and have GPAs above 2.7 Corrected: Overall: 22% proficient Middle school: 20% Upper school: 29% (2018-19 CAST)	Overall: 20% proficient Middle school: 19% Upper school: 24% (2020-21 CAST) Science GPA: 2.85 (2021-22 Semester 1)			Original: SCIENCE: 50% for the middle school and 70% for the upper school pass the SBAC and have GPAs above 2.5. Revised: SCIENCE: 30% for the middle school and 50% for the upper school pass the CAST

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Science GPA: 2.12 (2020-21 Semester 2)				and have GPAs above 2.7.
Original: CAASPP scores for Social Science and GPA for Social Science Corrected: GPA for Social Science	Original: 50% for the middle school and 70% for the upper school pass SBAC and have GPAs above 2.7 Corrected: Social Studies/History GPA: 2.24 (2020-21 Semester 2)	Social Studies GPA: 2.92 (2021-22 Semester 1)			Original: SOCIAL SCIENCE: 50% for the middle school and 70% for the upper school pass the SBAC and have GPAs above 2.5. Revised: Average Social Studies/History GPAs above 2.7
Health and Wellness grades and Physical Fitness Test (PFT) scores	Original: 70% or more will pass the annual Physical Fitness Test and have GPAs above 2.5 Corrected: 2018-19 PFT: % of students who met 4 out of 6 Fitness Standards: 5th: 27.4% 7th: 28.6% 9th: 18.6% Health and Wellness GPA: 2.81 (2020-21 Semester 2)	PFT suspended in 2019 and 2020. PFT resumed in 2021, but without formal “pass” criteria this year. In 2021-22 95.8% of our eligible students (5th, 7th, and 9th grade) participated in the PFT. (No “pass” rates available for this year due to statewide changes). Health & Wellness GPA: 3.36 (2021-22 Semester 1)			PHYSICAL FITNESS: 90% or more will pass the annual Physical Fitness Test and have GPAs above 2.5.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Foreign Language GPA	Original: 80% of upper school students will take and pass foreign language classes needed for a-g and have GPAs above 2.5 Corrected: Foreign Language GPA: 3.0 (2020-21 Semester 2; upper school only)	Foreign Language GPA: 3.16 (2021-22 Semester 1)			80% of upper school students will take and pass foreign language classes needed for a-g and have GPAs above 3.0.

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Tier 1 instruction	Provide high-quality, standards-aligned, differentiated instruction. All teachers will continue to use a research-based MWA unit plan format, which cites standards, criteria for success, accommodations, modifications, etc. for each lesson. Teachers will collect work samples from critical learners and meet with Content Leads to discuss strategies to support students towards mastery.	$3,700,725.00	No
8.2	Academic interventions	Academic intervention will be provided to all students in a timely and systematic manner based on MWA's criteria for tiered intervention services. Tiered services will be embedded into core day instruction as well as during dedicated times within the school day to focus on differentiated intervention and/or instruction. The full instructional team will attend training in the core components of our teaching and learning cycle as well as our approach to strengths-based, evidence-based, academic intervention. We will also research and prepare for a pilot of intervention curricula (prioritizing ELD and math interventions).	$1,621,203.00	Yes

Action #	Title	Description	Total Funds	Contributing
8.3	Educational software	Continue providing all critical learners with additional English language arts support through access to the individual learning platform, LEXIA. All wave-makers will continue to have access to IXL, an individual learning platform designed to provide individual learning paths for supplemental math support.	$23,500.00	Yes
8.4	Assessment tools	Create an assessment calendar and testing framework to support 95% (or higher) completion of each diagnostic assessment (STAR and MAP), interim assessments in math and ELA (IAB), and state CAASPP assessments. Share assessment results with families.	$85,500.00	Yes
8.5	Progress monitoring and data analysis	Teachers will utilize their student assessment data, within our teaching and learning cycle, to modify their approach to instruction and provide targeted evidence-based intervention for students identified to receive additional support toward grade level proficiency. Disaggregate data to monitor progress of student subgroups (e.g., English Learners, students with disabilities, race/ethnicity groups, income groups, etc.) as an equity check to monitor our support for all students.	$81,012.00	Yes
8.6	Extended (summer) learning	MWA school leadership collaborate to create Summer Academy programming that provides students with early exposure and targeted academic intervention, in preparation for the upcoming academic year. Over the summer, upper school students have the opportunity to recover credits in alignment with their individualized graduation plans	$88,400.00	Yes
8.7	Special Education	The Special Education Department provides push-in and pull-out support for students with disabilities (IEPs), using an inclusion model. The special education department is also preparing to pilot a reading intervention program designed to support older students with learning the fundamentals of reading.	$452,331.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There are no substantive differences in planned actions and actual implementation of actions for Goal 8. Successes with implementation of actions for this goal include partnership between content leads and the AIS team around strategies and outcomes for student growth and the work of our intervention services team to assign and monitor students in tiers of instruction in our Marlin Hour and DTI blocks. Challenges with implementation have included challenges related to some staffing vacancies, such as absence of a DAI for math and science for the second half of the year, resulting in responsibilities for that role shifting onto other members of the AIS team.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between our budgeted and estimated actual expenditures or improved services.

An explanation of how effective the specific actions were in making progress toward the goal.

Making Waves Academy was not immune to the teacher shortage that impacted school-sites across the nation, the tangible anxiety of returning to campus amidst a pandemic, and a deep sense of urgency to mitigate the impacts of unfinished teaching and learning associated with a year of remote instruction. Despite these challenges, we launched the school year with mission-aligned adults in each classroom and remained firmly committed to maintaining continuity of instruction during this prolonged period of instability with staffing challenges and COVID quarantines.

In the measurable outcomes for this goal, we see a notable, but not surprising, decline in student achievement metrics, as measured by the CAASPP (SBAC) assessment, compared to pre-pandemic levels. We have seen these trends reflected in our internal assessments as well. The impact of the stressors related to the pandemic and to unfinished learning connected to more than a year in distance learning can be seen in these results. It has thus been essential that we approach learning recovery strategically.

Utilizing our Learning Recovery Framework helped our community ground our approach for instructional planning and targeted intervention in RtI² best practices and our Teaching and Learning Cycle. Although the entire Academic Support Service team began the school year in the classroom, the clarity in our purpose and approach created the structure to monitor and respond to student data and prioritized student access to the specific instruction required to effectively engage in the current and upcoming core day learning tasks in math and English Language Arts.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We refined the language of Goal 8 this year, moving from just listing the state priority, to more clearly stating what we want to achieve, related to this priority: “Academic Growth: Support all learners to achieve growth in academic student outcomes.”

We corrected the baselines for our CAASPP and GPA data, to make sure they were accurate, as the numbers reported in last year’s LCAP had some errors (see the metrics section for the original and corrected data points). We also reviewed and revised our desired outcomes for math and science so that they represented making growth but were also reasonably grounded in our baseline starting points. We moved the CTE metrics and actions [previous action 8.2] into Goal 7, to better align with our organizational division of labor and WASC goals.

We expanded the actions for Goal 8 somewhat significantly, as we attempt to help students recover from unfinished learning that occurred during distance learning and during our first year back in person. In 2021-22 school year, our first year back to in-person instruction, we faced a number of challenges related to COVID-related absences and quarantines, challenges with staffing, and the difficult transition for some back to in-person learning. Some of these new actions reflect some current/ongoing practices, which weren’t previously highlighted as explicitly in our LCAP before.
Action 8.1 highlights our planning and data analysis process for Tier 1 instruction.
Action 8.2 describes the plan for tiered intervention.
Action 8.3 describes research-based educational software we use in ELA (Lexia) and math (IXL).
Action 8.4 describes the key assessment tools we will use for diagnostic and interim assessments and Action 8.5 the plan for utilizing data to inform instruction and identify students for intervention.
Action 8.6 highlights the extended learning opportunities for students.
Action 8.7 highlights the plan to pilot a new reading intervention program focused on foundational reading skills, which we will utilize with our Special Education Students.
These actions combined together highlight the interplay between Tier 1 instructional practices and the robust tiers of intervention and academic support we provide to critical learners, including English Learners and Students with Disabilities.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$2,779,772	$246,549

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.94%	0.00%	$0.00	26.94%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

At Making Waves Academy, we conducted a needs assessment analysis, to identify needs for our English Learner, low-income, and foster youth students, and other student groups. English Learners comprise 19% of our student body, 81% qualify as “low-income” and 0.5% are foster youth. Based on the needs assessment, we have identified a number of LEA-wide actions that are aimed at addressing these needs (discussed in this prompt), as well as some limited/targeted actions (discussed in prompt 2).

Goal 2 (Implementation of Academic Standards), Actions 2.5 and 2.6 and Goal 8 (Academic Growth), Actions 8.2, 8.3, 8.4, 8.5, and 8.6:

After assessing the needs, data, and context of our unduplicated students, and in consultation with our educational partners, we learned that there are performance gaps in a variety of state and local indicators, including academic achievement on state assessments, particularly for our English Learners, as well as our low-income students. For example, in examining our 2020-21 CAASPP (SBAC) scores, we see that while 41% of our English proficient students (including reclassified students) “met” or “exceeded standard” on the ELA SBAC, this was true for 12% of our English learners. On the Math SBAC, 21% of our English proficient students met or exceeded standard, while 2% of our English learners did. Looking at the same data and comparing students by income-group, we see that 44% of our non-low-income students met or exceeded standard, 37% of our low-income students did. For the math SBAC, overall proficiency between the 2 income groups was comparable (17% of non-low-income students vs. 15% of low income students); however, low-income students were

more likely to be in the lowest “did not meet” category for math SBAC (58%) compared to 48% for non-low-income students. In our needs assessment, we also found similar patterns looking at other assessments, such as the STAR reading and NWEA MAP math assessments we use as diagnostic/benchmark assessments.

In order to address these conditions of our unduplicated EL and low-income students, we have planned a number of actions that we believe will be effective at addressing these performance gaps and supportive of the academic needs of these student groups. Actions 2.5 (CCSS and NGSS Professional Development) and 2.6 (Math PD and Coaching) are aimed at building on and deepening teachers’ and instructional leaders’ knowledge and skills related to implementing state standards, including appropriate scaffolds and differentiated supports to ensure that all student groups have access to grade-level materials and content. Action 2.6 specifically calls out the area of math professional development and coaching, as growing in math achievement is seen as a need across the school, with performance gaps persisting with our unduplicated students. Actions 8.2-8.6 outline many of our efforts at tiered intervention supports, in line with our RTI-2 (Response to Instruction and Intervention) model. This includes providing tiered intervention support both in core-day instruction and our intervention blocks (Marlin Hour or DTI), including our new Math Intervention Specialist and Literacy Intervention Specialist roles (Action 8.2: Academic Interventions). It also includes instructional software utilized within our intervention programs (Action 8.3: Educational software), assessment platforms such as NWEA MAP and STAR which allow us to assess students’ growth and help identify students for tiered supports (Action 8.4: Assessment tools), and systematic work to monitor student progress through data analysis (Action 8.5, Progress Monitoring and Data Analysis). Finally our extended learning program (Action 8.6) (including summer academy programming) is aimed at providing additional academic intervention and enrichments, which addresses identified needs of these unduplicated students.

We expect that these actions will have a significant impact on the academic achievement (e.g., CAASPP reading and math scores, and other academic achievement measures) of our unduplicated English Learner and low-income students, because these actions are focused on addressing their identified academic needs. As it is likely that other students with academic performance gaps will also benefit from these actions, they will be provided on an LEA-wide (school-wide) basis. We will measure our success in these areas through monitoring students’ progress on the CAASPP state assessments, as well as through other assessments we use including NWEA MAP (for math), STAR (for reading) and IABs (interim assessments aligned with the CAASPP/SBAC).

Goal 4 (College and Career Readiness), Actions 4.1, 4.2, and 4.4:

After assessing the needs and circumstances of our unduplicated students, we learned that there are performance gaps related to College and Career Readiness (based on data points that feed into the state College and Career Indicator [CCI]) for our English Learner and Low Income students. The CCI has not been published by the state since 2019 due to COVID-related suspension of state testing requirements. However, we were able to make internal estimates of how our current seniors would be rated (based on CAASPP scores, A-G completion, and AP test results). We found that our non-low income students have a higher rate of predicted CCI readiness (44%) compared to our economically disadvantaged (low income) students (36%), and our English proficient students (including students who have been reclassified) have significantly higher rate of CCI readiness (41%) compared to our English Learner students (0%).

In order to address these needs of our unduplicated students, we are implementing a number of actions that we believe will be effective at addressing these performance gaps and supportive of the academic needs related to college and career readiness of these student groups.

Action 4.1 (Graduation Pathways) involves creating personalized supports for students to monitor and support their progress toward high school graduation and making post-secondary plans, which will allow our college and career team to differentiate supports needed for different student groups, including ensuring priority enrollment for critical learner groups in needed classes. Action 4.2 (College/Career) includes additional training for teachers, staff, and leaders on the College and Career Indicator, to ensure that the whole team is aware of this key metric and goal, enabling collaboration on helping students achieve it. Action 4.4 (Post-secondary planning) involves collaboration between students, advisors, and the College and Career team to support our goal that all students leave Making Waves with a post-secondary plan.

These actions are being provided on an LEA-wide basis and we expect/hope that all students who are working toward college and career readiness will benefit. However, because of the significant performance gap related to the CCI for our unduplicated students, we expect that it will be particularly helpful for our unduplicated students. We will measure our success with this through tracking our progress with the CCI and the other college and career metrics in Action 4.

Goal 6 (School Climate), Actions 6.1-6.5:

After assessing the needs and circumstances of our unduplicated students, and in consultation with our educational partners, we learned that many of our economically disadvantaged (low-income) students and families have experienced difficulties with obtaining holistic support services (such as counseling) outside of the school setting. This, coupled with the chronic stresses and experiences of a socioeconomically disadvantaged status and/or experiences of being a foster youth, mean that holistic support services and socio-emotional supports, such as provided by our social workers and holistic services referrals and through our SEL programming, are especially important for our unduplicated (low-income and foster youth) students.

In order to address these conditions of our unduplicated students, we have planned a number of actions that we believe are particularly supportive of these student groups. Action 6.4 (Support Team- Social Workers) includes the continued expansion of the social worker team (maintaining the additional social worker brought onboard this year as well as developing a pilot program to bring on-board Social Work Interns). This action will allow us to maintain and expand the short-term and on-going support that our social workers offer students. In addition, Action 6.5 encompasses our broader multi-tiered holistic support referrals process, which connects students with identified needs with SEL support, social workers, psychological associates, or outside providers (depending on students' needs). Action 6.1 encompasses our SEL education, 6.2 our Advisory curriculum, and 6.3 our work to analyze and respond to safety and connectedness data. Each of these actions will help support the socioemotional needs faced by socioeconomically disadvantaged students, including our low-income and foster-youth students.

These actions are being provided on an LEA-wide basis and we hope that all students with holistic services needs will benefit. However, because of the significant holistic support needs of our unduplicated (low-income and foster youth) students, and because these actions meet needs related to the chronic stresses and experiences of a socioeconomically disadvantaged status, we expect that these actions will particularly benefit our unduplicated students. We will measure our success in these areas using the metrics related to holistic services referrals, social worker student surveys, and school climate, in Goal 6.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Making Waves Academy is required to increase or improve services for English Learners, foster youth, and low-income students by 26.94%, which is equal to $2,779,772, as shown above. In addition to the LEA-wide actions described in Prompt 1, we will provide the following actions on a “limited” basis to our English Learner students to meet our required percentage to increase or improve services: Goal 2, Actions 2.1, 2.2, 2.3, and 2.4, and Goal 3, Action 3.6:

After assessing the needs and circumstances of our unduplicated students, we learned that there are performance gaps in a variety of state and local indicators, including academic achievement on state assessments, particularly for our English learners. (See data discussion in Prompt 1). In addition, English Learners have specific needs related to progress in English language proficiency (as measured by the ELPAC) and making progress toward reclassification.

In order to address these needs of our English Learner students, we have targeted some specific actions in Goal 2 towards supporting our English Learner students’ academic growth and progress toward reaching English language proficiency.
Action 2.1 (ELD data analysis) involves monitoring the academic data (test results, grades, etc.) of each English Learner student in order to develop individual learning plans. Action 2.2 (ELD Professional Development) includes training on both integrated and designated ELD for faculty and leaders, and observation and feedback of teaching related to ELD standards and supports. Action 2.3 (English Learner program) includes the work to ensure that all English Learners receive designated ELD instruction, as well as integrated ELD scaffold and support in their core content classes. Action 2.4 (English Learner Reclassification) includes communicating with families about the requirements of reclassification and their students’ progress toward it, as well as monitoring students after reclassification to ensure they are still making progress. Finally Action 3.6 affirms our continuing commitment to provide translation and interpretation services for our families who speak languages other than English.

Our LEA’s total required percentage to increase or improve services is 26.94%. LCFF expenditures from contributing actions 2.1-2.6, 3.6, 4.1, 4.2, 4.4, 6.1-6.5, and 8.2-8.6 total to $2,907,870, as seen in the 2022-23 Contributing Expenditures Tables (below). This means that the planned quantitative increase in services is 28.19% (calculated through dividing the planned contributing LCFF expenditures by the projected LCFF base grant). This demonstrates that we are meeting/exceeding the required percentage.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Making Waves Academy, a single-school LEA, has a high concentration of unduplicated pupils (English learners, low-income students, and foster youth): 86% as of Census Day, October 6, 2021. As such we receive the concentration grant and the newer concentration grant “add on.” We will utilize the additional concentration grant add-on funding ($246,549) to increase the number of staff providing direct services to

students, through the hiring of an additional Dean of Students and maintaining an additional Social Worker. The Deans of Students support with actions 6.1, 6.2, 6.3, and 6.7, while the Social Workers support with actions 6.4 and 6.5.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	16.5:1 (based on 10/6/21 census day counts)
Staff-to-student ratio of certificated staff providing direct services to students	n/a	16:1 (based on 10/6/21 census day counts)

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,626,820.00	$2,298,290.00		$499,123.00	$11,424,233.00	$9,345,342.00	$2,078,891.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Credential process	All	$159,628.00				$159,628.00
1	1.2	Facilities conditions and review plan	All	$149,101.00	$1,800,000.00			$1,949,101.00
1	1.3	Review and adopt curriculum	All	$158,100.00				$158,100.00
1	1.4	Teacher residents and teacher induction	All	$289,040.00				$289,040.00
1	1.5	Enrichment Curricular Programs	All	$20,000.00				$20,000.00
2	2.1	ELD data analysis and implementation of success metrics	English Learners	$18,647.00				$18,647.00
2	2.2	ELD Professional Development	English Learners	$13,985.00				$13,985.00
2	2.3	English Learner Program	English Learners	$19,363.00			$41,046.00	$60,409.00
2	2.4	English Learner Reclassification	English Learners				$18,453.00	$18,453.00
2	2.5	Instructional Coaching and Professional Development	English Learners Foster Youth Low Income	$118,935.00			$93,165.00	$212,100.00
2	2.6	Math PD and Coaching	English Learners Foster Youth Low Income	$29,495.00			$28,769.00	$58,264.00
3	3.1	Participation opportunities	All	$12,589.00				$12,589.00
3	3.2	Family engagement	All	$12,588.00				$12,588.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.3	Family engagement marketing	All	$9,400.00				$9,400.00
3	3.4	Parent leadership	All	$12,700.00				$12,700.00
3	3.5	School-Home communication tool	All	$35,100.00				$35,100.00
3	3.6	Translation	English Learners	$30,000.00				$30,000.00
4	4.1	Graduation Pathways	English Learners Foster Youth Low Income	$101,887.00				$101,887.00
4	4.2	College/Career	English Learners Foster Youth Low Income	$19,147.00				$19,147.00
4	4.3	AP Exam	All	$17,797.00				$17,797.00
4	4.4	Post-secondary planning	English Learners Foster Youth Low Income	$97,000.00				$97,000.00
5	5.1	Attendance messaging and consistent practice	All	$80,484.00				$80,484.00
5	5.2	Attendance: SARB/SART process	All	$85,474.00				$85,474.00
5	5.3	Student Enrollment, Retention, and Transfers	All	$127,433.00				$127,433.00
5	5.4	Student Activities Coordinator	All	$89,475.00				$89,475.00
6	6.1	Social Emotional Learning	Foster Youth Low Income	$148,216.00				$148,216.00
6	6.2	Advisory Curriculum	Foster Youth Low Income	$30,250.00				$30,250.00
6	6.3	Safety and Connectedness Data	Foster Youth Low Income	$103,722.00				$103,722.00
6	6.4	Support Team (Social Workers)	Foster Youth Low Income	$206,310.00				$206,310.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
6	6.5	Student Support Referrals and Services	Foster Youth Low Income	$363,444.00			$22,556.00	$386,000.00
6	6.6	Campus Supervisors	All	$510,606.00				$510,606.00
6	6.7	Behavior Data System	All	$11,335.00				$11,335.00
7	7.1	Course access	All	$73,743.00	$13,131.00			$86,874.00
7	7.2	Alignment of course offerings	All	$19,050.00				$19,050.00
7	7.3	Expand course offerings	All	$6,398.00				$6,398.00
7	7.4	Career and Technical Education (CTE)	All	$174,000.00				$174,000.00
8	8.1	Tier 1 instruction	All	$3,664,909.00	$6,566.00		$29,250.00	$3,700,725.00
8	8.2	Academic interventions	English Learners Foster Youth Low Income	$1,407,969.00			$213,234.00	$1,621,203.00
8	8.3	Educational software	English Learners Foster Youth Low Income	$23,500.00				$23,500.00
8	8.4	Assessment tools	English Learners Foster Youth Low Income	$85,500.00				$85,500.00
8	8.5	Progress monitoring and data analysis	English Learners Foster Youth Low Income	$25,500.00	$26,262.00		$29,250.00	$81,012.00
8	8.6	Extended (summer) learning	English Learners Foster Youth Low Income	$65,000.00			$23,400.00	$88,400.00
8	8.7	Special Education	Students with Disabilities		$452,331.00			$452,331.00

2022-23 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$10,316,657	$2,779,772	26.94%	0.00%	26.94%	$2,907,870.00	0.00%	28.19 %	**Total:**	$2,907,870.00
								LEA-wide Total:	$2,825,875.00
								Limited Total:	$81,995.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.1**	ELD data analysis and implementation of success metrics	Yes	Limited to Unduplicated Student	English Learners	All Schools	$18,647.00	
2	**2.2**	ELD Professional Development	Yes	Limited to Unduplicated Student	English Learners	All Schools	$13,985.00	
2	**2.3**	English Learner Program	Yes	Limited to Unduplicated Student	English Learners	All Schools	$19,363.00	
2	**2.4**	English Learner Reclassification	Yes	Limited to Unduplicated Student	English Learners	All Schools		
2	**2.5**	Instructional Coaching and Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$118,935.00	
2	**2.6**	Math PD and Coaching	Yes	LEA-wide	English Learners	All Schools	$29,495.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Foster Youth Low Income			
3	3.6	Translation	Yes	Limited to Unduplicated Student	English Learners	All Schools	$30,000.00	
4	4.1	Graduation Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$101,887.00	
4	4.2	College/Career	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,147.00	
4	4.4	Post-secondary planning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$97,000.00	
6	6.1	Social Emotional Learning	Yes	LEA-wide	Foster Youth Low Income	All Schools	$148,216.00	
6	6.2	Advisory Curriculum	Yes	LEA-wide	Foster Youth Low Income	All Schools	$30,250.00	
6	6.3	Safety and Connectedness Data	Yes	LEA-wide	Foster Youth Low Income	All Schools	$103,722.00	
6	6.4	Support Team (Social Workers)	Yes	LEA-wide	Foster Youth Low Income	All Schools	$206,310.00	
6	6.5	Student Support Referrals and Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	$363,444.00	
8	8.2	Academic interventions	Yes	LEA-wide	English Foster Youth Low Income	All Schools	$1,407,969.00	
8	8.3	Educational software	Yes	LEA-wide	English Learners	All Schools	$23,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Foster Youth Low Income			
8	**8.4**	Assessment tools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$85,500.00	
8	**8.5**	Progress monitoring and data analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,500.00	
8	**8.6**	Extended (summer) learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,414,986.00	$3,414,986.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Credentials	Yes	$160,000.00	$160,000.00
1	**1.2**	Engagement and Governance	Yes	$225,000.00	$225,000.00
1	**1.3**	Review and Adopt new curriculum.	Yes	$118,594.00	$118,594.00
1	**1.4**	Credential process.	Yes	$79,172.00	$79,172.00
1	**1.5**	Curriculum integration	Yes	$21,500.00	$21,500.00
1	**1.6**	Facility Conditions.	Yes	$1,025,782.00	$1,025,782.00
1	**1.7**	Enrichment Curricular Programs	Yes	$30,000.00	$30,000.00
2	**2.1**	ELD data analysis	Yes	$38,124.00	$38,124.00
2	**2.2**	Appropriate implementation	Yes	$8,124.00	$8,124.00
2	**2.3**	Implementation of Success Metrics	Yes	$40,000.00	$40,000.00
3	**3.1**	Participation opportunities	Yes	$28,408.00	$28,408.00
3	**3.2**	Family Engagement.	Yes	$28,408.00	$28,408.00
3	**3.3**	Family Engagement Marketing	Yes	$53,716.00	$53,716.00
3	**3.4**	Parent Leadership	Yes	$28,408.00	$28,408.00
4	**4.1**	Gather and report information	Yes	$57,633.00	$57,633.00
4	**4.2**	Track and Support Retention	Yes	$8,124.00	$8,124.00
4	**4.3**	GPA Data	Yes	$29,400.00	$29,400.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.4	English Learner Program	Yes	$17,011.00	$17,011.00
4	4.5	English Learner Reclassification	Yes	$17,011.00	$17,011.00
4	4.6	AP Exam	Yes	$29,400.00	$29,400.00
4	4.7	College/Career	Yes	$55,133.00	$55,133.00
4	4.8	Enhance faculty training	Yes	$61,290.00	$61,290.00
5	5.1	Messaging and Consistent Practice	Yes	$73,756.00	$73,756.00
5	5.2	Ongoing development	Yes	$173,396.00	$173,396.00
5	5.3	Feedback and follow through	Yes	$102,164.00	$102,164.00
5	5.4	Graduation Rates	Yes	$29,400.00	$29,400.00
5	5.5	Graduation Rates	Yes	$29,400.00	$29,400.00
6	6.1	Social Emotional Learning	Yes	$21,972.00	$21,972.00
6	6.2	Expulsion Rates	Yes	$113,756.00	$113,756.00
6	6.3	Safety and Connectedness	Yes	$113,756.00	$113,756.00
6	6.4	Support Team	Yes	$80,000.00	$80,000.00
7	7.1	Course Access	Yes	$390,612.00	$390,612.00
7	7.2	Alignment of course offerings	Yes	$55,133.00	$55,133.00
8	8.1		Yes	$55,133.00	$55,133.00
8	8.2		Yes	$16,270.00	$16,270.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,370,062	$2,761,825.00	$2,761,825.00	$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Credentials	Yes	$160,000.00	$160,000.00		
1	1.2	Engagement and Governance	Yes	$225,000.00	$225,000.00		
1	1.3	Review and Adopt new curriculum.	Yes	$118,594.00	$118,594.00		
1	1.4	Credential process.	Yes	$37,700.00	$37,700.00		
1	1.5	Curriculum integration	Yes	$21,500.00	$21,500.00		
1	1.6	Facility Conditions.	Yes	$764,384.00	$764,384.00		
1	1.7	Enrichment Curricular Programs	Yes	$30,000.00	$30,000.00		
2	2.1	ELD data analysis	Yes	$38,124.00	$38,124.00		
2	2.2	Appropriate implementation	Yes	$8,124.00	$8,124.00		
2	2.3	Implementation of Success Metrics	Yes	$40,000.00	$40,000.00		
3	3.1	Participation opportunities	Yes	$28,408.00	$28,408.00		
3	3.2	Family Engagement.	Yes	$28,408.00	$28,408.00		
3	3.3	Family Engagement Marketing	Yes	$53,716.00	$53,716.00		
3	3.4	Parent Leadership	Yes	$28,408.00	$28,408.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.1	Gather and report information	Yes	$57,633.00	$57,633.00		
4	4.2	Track and Support Retention	Yes	$8,124.00	$8,124.00		
4	4.3	GPA Data	Yes	$29,400.00	$29,400.00		
4	4.4	English Learner Program	Yes				
4	4.5	English Learner Reclassification	Yes				
4	4.6	AP Exam	Yes	$29,400.00	$29,400.00		
4	4.7	College/Career	Yes	$55,133.00	$55,133.00		
4	4.8	Enhance faculty training	Yes	$61,290.00	$61,290.00		
5	5.1	Messaging and Consistent Practice	Yes	$73,756.00	$73,756.00		
5	5.2	Ongoing development	Yes	$173,396.00	$173,396.00		
5	5.3	Feedback and follow through	Yes	$102,164.00	$102,164.00		
5	5.4	Graduation Rates	Yes	$29,400.00	$29,400.00		
5	5.5	Graduation Rates	Yes	$29,400.00	$29,400.00		
6	6.1	Social Emotional Learning	Yes				
6	6.2	Expulsion Rates	Yes	$113,756.00	$113,756.00		
6	6.3	Safety and Connectedness	Yes	$113,756.00	$113,756.00		
6	6.4	Support Team	Yes	$80,000.00	$80,000.00		
7	7.1	Course Access	Yes	$96,315.00	$96,315.00		
7	7.2	Alignment of course offerings	Yes	$55,133.00	$55,133.00		
8	8.1		Yes	$55,133.00	$55,133.00		
8	8.2		Yes	$16,270.00	$16,270.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	$2,370,062	0	0.00%	$2,761,825.00	0.00%	0.00%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, 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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Coversheet

Approve FY2022-23 Budget

Section:	IV. Action Items
Item:	E. Approve FY2022-23 Budget
Purpose:	Vote
Submitted by:	Wallace Wei
Related Material:	Making Waves Academy School 2022-23 Original Budget.pdf Making Waves Academy Central Office 2022-23 Original Budget.pdf

BACKGROUND:

Education Code 42127 requires that Making Waves Academy files an adopted operating budget for all funds with Contra Costa County Office of Education by July 1, 2022. The Finance Advisory
Committee has reviewed the 2022-23 budget and recommend the Board to approve the Budget for the Fiscal Year 2022-23.

RECOMMENDATION:

To review and approve the 2022-23 Budget. Fiscal Impact: $33,231,771.

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

CHARTER SCHOOL CERTIFICATION

Charter School Name: Making Waves Academy
(name continued)
CDS #: 07-10074-0114470
Charter Approving Entity: Contra Costa County
County: Contra Costa
Charter #: 0868
Fiscal Year: 2022-23

To the entity that approved the charter school:

(X) 2022-23 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Charter School Official
(Original signature required)

Print Name: Alton B. Nelson, Jr. Title: Chief Executive Officer

To the County Superintendent of Schools:

(___) 2022-23 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print Name: _____ Title: _____

For additional information on the BUDGET, please contact:

For Approving Entity:	For Charter School:
Denise Porterfield	Alton B. Nelson, Jr.
Name	Name
Deputy Superintendent, Business & Admi	Chief Executive Officer
Title	Title
925-942-3418	510-262-1511
Telephone	Telephone
dporterfield@cccoe.k12.us	anelson@mwacademy.org
E-mail address	E-mail address

(___) 2022-23 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
District Advisor

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Making Waves Academy
(name continued)
CDS #: 07-10074-0114470
Charter Approving Entity: Contra Costa County
County: Contra Costa
Charter #: 0868
Budgeting Period: 2022-23

This charter school uses the following basis of accounting:

[X] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	5,432,154	7,185,043		7,185,043
Education Protection Account State Aid - Current Year	8012	1,944,830	2,205,796		2,205,796
State Aid - Prior Years	8019	0	0	0	0
Tax Relief Subventions (for rev. limit funded schools)	8020-8039				0
County and District Taxes (for rev. limit funded schools)	8040-8079				0
Miscellaneous Funds (for rev. limit funded schools)	8080-8089				0
Revenue Limit Transfers (for rev. limit funded schools):					
PERS Reduction Transfer	8092				0
Charter Schools Funding in Lieu of Property Taxes	8096	3,156,599	3,705,590		3,705,590
Other Revenue Limit Transfers	8091, 8097				0
Total, LCFF/Revenue Limit Sources		10,533,583	13,096,429	0	13,096,429
2. Federal Revenues					
No Child Left Behind	8290				0
Special Education - Federal	8181, 8182	115,005		133,264	133,264
Child Nutrition - Federal	8220	388,741		410,421	410,421
Other Federal Revenues	8110, 8260-8299	2,501,017		1,081,017	1,081,017
Total, Federal Revenues		3,004,763	0	1,624,702	1,624,702
3. Other State Revenues					
Charter Categorical Block Grant (8480 N/A per SBX3 - 4)	N/A				0
Special Education - State	StateRevSE	657,829		762,272	762,272
All Other State Revenues	StateRevAO	2,096,849	1,633,135	2,079,602	3,712,737
Total, Other State Revenues		2,754,678	1,633,135	2,841,874	4,475,009
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	8,121,181	9,463,328	422,798	9,886,126
Total, Local Revenues		8,121,181	9,463,328	422,798	9,886,126
5. TOTAL REVENUES		24,414,205	24,192,892	4,889,374	29,082,266
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	4,949,202	4,493,944	1,374,392	5,868,336
Certificated Pupil Support Salaries	1200	679,032	831,404		831,404
Certificated Supervisors' and Administrators' Salaries	1300	1,263,145	1,260,666	96,154	1,356,820
Other Certificated Salaries	1900	346,077	422,285	41,046	463,331
Total, Certificated Salaries		7,237,456	7,008,299	1,511,592	8,519,891
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	546,048	602,321	332,310	934,631
Non-certificated Support Salaries	2200	665,569	908,426		908,426
Non-certificated Supervisors' and Administrators' Sal.	2300	649,064	201,378	322,798	524,176
Clerical and Office Salaries	2400	580,858	864,563		864,563
Other Non-certificated Salaries	2900	148,235	153,087		153,087
Total, Non-certificated Salaries		2,589,774	2,729,775	655,108	3,384,883

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Making Waves Academy
(name continued) _____

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
3. Employee Benefits					
STRS	3101-3102	1,186,552	1,734,316		1,734,316
PERS	3201-3202	0	0		0
OASDI / Medicare / Alternative	3301-3302	342,238	451,856		451,856
Health and Welfare Benefits	3401-3402	1,489,534	2,034,296		2,034,296
Unemployment Insurance	3501-3502	15,612	69,684		69,684
Workers' Compensation Insurance	3601-3602	139,365	181,178		181,178
OPEB, Allocated	3701-3702	0	0		0
OPEB, Active Employees	3751-3752	0	0		0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0		0
Other Employee Benefits	3901-3902	1,637,027	2,185,322		2,185,322
Total, Employee Benefits		4,810,328	6,656,652	0	6,656,652
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	97,575	123,000		123,000
Books and Other Reference Materials	4200	0	2,000		2,000
Materials and Supplies	4300	235,546	339,194	24,307	363,501
Noncapitalized Equipment	4400	132,065	113,616		113,616
Food	4700	348,830		437,734	437,734
Total, Books and Supplies		814,016	577,810	462,041	1,039,851
5. Services and Other Operating Expenditures					
Subagreements for Services	5100	0			0
Travel and Conferences	5200	94,111	5,633	137,192	142,825
Dues and Memberships	5300	6,466	21,100		21,100
Insurance	5400	239,424	786,739		786,739
Operations and Housekeeping Services	5500	996,518	1,204,362		1,204,362
Rentals, Leases, Repairs, and Noncap. Improvements	5600	1,976,635	902,541	1,311,597	2,214,138
Professional/Consulting Services & Operating Expend.	5800	4,364,743	4,021,381	811,844	4,833,225
Communications	5900	187,695	203,600	0	203,600
Total, Services and Other Operating Expenditures		7,865,592	7,145,356	2,260,633	9,405,989
6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)					
Sites and Improvements of Sites	6100-6170	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0
Equipment	6400	0	0	0	0
Equipment Replacement	6500	0	0	0	0
Depreciation Expense (for full accrual basis only)	*6900*	16,684	25,000	0	25,000
Total, Capital Outlay		16,684	25,000	0	25,000
7. Other Outgo					
Tuition to Other Schools	7110-7143				0
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0
All Other Transfers	7281-7299				0
Debt Service:					
Interest	7438				0
Principal	7439				0
Total, Other Outgo		0	0	0	0
8. TOTAL EXPENDITURES		23,333,850	24,142,892	4,889,374	29,032,266
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,080,355	50,000	0	50,000

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CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Making Waves Academy
(name continued)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0
2. Less: Other Uses	7630-7699				0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999				0
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		1,080,355	50,000	0	50,000
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	5,683,834	6,764,189		6,764,189
b. Adjustments to Beginning Balance	9793, 9795	0	0		0
c. Adjusted Beginning Balance		5,683,834	6,764,189	0	6,764,189
2. Ending Fund Balance, June 30 (E + F.1.c.)		6,764,189	6,814,189	0	6,814,189
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				0
Stores	9712				0
Prepaid Expenditures	9713				0
All Others	9719				0
b. Restricted	9740			0	0
c. Committed					
Stabilization Arrangements	9750				0
Other Commitments	9760				0
d. Assigned					
Other Assignments	9780				0
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789				0
Unassigned / Unappropriated Amount	9790	6,764,189	6,814,189	0	6,814,189

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Making Waves Academy
(name continued)
CDS #: 07-10074-0114470
Charter Approving Entity: Contra Costa County
County: Contra Costa
Charter #: 0868
Fiscal Year: 2022-23

This charter school uses the following basis of accounting:

[X] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2022-23 Unrestricted	FY 2022-23 Restricted	FY 2022-23 Total	Totals for 2023-24	Totals for 2024-25
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	7,185,043	0	7,185,043	7,400,594	7,622,612
Education Protection Account State Aid - Current Year	8012	2,205,796	0	2,205,796	2,271,970	2,340,129
State Aid - Prior Years	8019	0	0	0		
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0	0	0		
County and District Taxes (for rev. limit funded schools)	8040-8079	0	0	0		
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0	0	0		
Revenue Limit Transfers (for rev. limit funded schools):						
PERS Reduction Transfer	8092	0	0	0		
Charter Schools Funding in Lieu of Property Taxes	8096	3,705,590	0	3,705,590	3,816,758	3,931,261
Other Revenue Limit Transfers	8091, 8097	0	0	0		
Total, LCFF/Revenue Limit Sources		13,096,429	0	13,096,429	13,489,322	13,894,002
2. Federal Revenues						
No Child Left Behind	8290	0	0	0	0	0
Special Education - Federal	8181, 8182	0	133,264	133,264	137,262	141,380
Child Nutrition - Federal	8220	0	410,421	410,421	422,733	435,415
Other Federal Revenues	8110, 8260-8299	0	1,081,017	1,081,017	1,113,447	1,146,850
Total, Federal Revenues		0	1,624,702	1,624,702	1,673,442	1,723,645
3. Other State Revenues						
Charter Categorical Block Grant (8480 N/A thru 2014/15 - SBX3-4)	N/A	0	0	0		
Special Education - State	StateRevSE	0	762,272	762,272	785,141	808,695
All Other State Revenues	StateRevAO	1,633,135	2,079,602	3,712,737	3,824,119	3,938,842
Total, Other State Revenues		1,633,135	2,841,874	4,475,009	4,609,260	4,747,537
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	9,463,328	422,798	9,886,126	10,182,710	10,488,191
Total, Local Revenues		9,463,328	422,798	9,886,126	10,182,710	10,488,191
5. TOTAL REVENUES		24,192,892	4,889,374	29,082,266	29,954,734	30,853,375
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	4,493,944	1,374,392	5,868,336	6,044,386	6,225,718
Certificated Pupil Support Salaries	1200	831,404	0	831,404	856,346	882,037
Certificated Supervisors' and Administrators' Salaries	1300	1,260,666	96,154	1,356,820	1,397,525	1,439,450
Other Certificated Salaries	1900	422,285	41,046	463,331	477,231	491,548
Total, Certificated Salaries		7,008,299	1,511,592	8,519,891	8,775,488	9,038,753
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	602,321	332,310	934,631	962,670	991,550
Non-certificated Support Salaries	2200	908,426	0	908,426	935,679	963,749
Non-certificated Supervisors' and Administrators' Sal.	2300	201,378	322,798	524,176	539,901	556,098
Clerical and Office Salaries	2400	864,563	0	864,563	890,500	917,215
Other Non-certificated Salaries	2900	153,087	0	153,087	157,680	162,410
Total, Non-certificated Salaries		2,729,775	655,108	3,384,883	3,486,430	3,591,022

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CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Making Waves Academy
(name continued)

Description	Object Code	FY 2022-23 Unrestricted	FY 2022-23 Restricted	FY 2022-23 Total	Totals for 2023-24	Totals for 2024-25
3. Employee Benefits						
STRS	3101-3102	1,734,316	0	1,734,316	1,786,345	1,839,936
PERS	3201-3202	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	451,856	0	451,856	465,411	479,374
Health and Welfare Benefits	3401-3402	2,034,296	0	2,034,296	2,095,325	2,158,185
Unemployment Insurance	3501-3502	69,684	0	69,684	71,774	73,928
Workers' Compensation Insurance	3601-3602	181,178	0	181,178	186,613	192,212
OPEB, Allocated	3701-3702	0	0	0	0	0
OPEB, Active Employees	3751-3752	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0
Other Employee Benefits	3901-3902	2,185,322	0	2,185,322	2,250,882	2,318,409
Total, Employee Benefits		6,656,652	0	6,656,652	6,856,350	7,062,044
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	123,000	0	123,000	126,690	130,491
Books and Other Reference Materials	4200	2,000	0	2,000	2,060	2,122
Materials and Supplies	4300	339,194	24,307	363,501	374,406	385,638
Noncapitalized Equipment	4400	113,616	0	113,616	122,931	126,618
Food	4700	0	437,734	437,734	444,960	458,309
Total, Books and Supplies		577,810	462,041	1,039,851	1,071,047	1,103,178
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0	0	0	0	0
Travel and Conferences	5200	5,633	137,192	142,825	147,110	151,523
Dues and Memberships	5300	21,100	0	21,100	21,733	22,385
Insurance	5400	786,739	0	786,739	810,341	834,651
Operations and Housekeeping Services	5500	1,204,362	0	1,204,362	1,240,493	1,277,708
Rentals, Leases, Repairs, and Noncap. Improvements	5600	902,541	1,311,597	2,214,138	2,280,562	2,348,979
Professional/Consulting Services and Operating Expend.	5800	4,021,381	811,844	4,833,225	4,979,722	5,130,613
Communications	5900	203,600	0	203,600	209,708	215,999
Total, Services and Other Operating Expenditures		7,145,356	2,260,633	9,405,989	9,689,669	9,981,858
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)						
Sites and Improvements of Sites	6100-6170	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0
Equipment	6400	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0
Depreciation Expense (for full accrual only)	*6900*	25,000	0	25,000	25,750	26,520
Total, Capital Outlay		25,000	0	25,000	25,750	26,520
7. Other Outgo						
Tuition to Other Schools	7110-7143	0	0	0		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0	0	0		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0		
All Other Transfers	7281-7299	0	0	0		
Debt Service:						
Interest	7438	0	0	0		
Principal	7439	0	0	0		
Total, Other Outgo		0	0	0	0	0
8. TOTAL EXPENDITURES		24,142,892	4,889,374	29,032,266	29,904,734	30,803,375
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		50,000	0	50,000	50,000	50,000

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Making Waves Academy
(name continued)

Description	Object Code	FY 2022-23 Unrestricted	FY 2022-23 Restricted	FY 2022-23 Total	Totals for 2023-24	Totals for 2024-25
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		50,000	0	50,000	50,000	50,000
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	6,764,189	0	6,764,189	6,814,189	6,864,189
b. Adjustments to Beginning Balance	9793, 9795	0	0	0		
c. Adjusted Beginning Balance		6,764,189	0	6,764,189	6,814,189	6,864,189
2. Ending Fund Balance, June 30 (E + F.1.c.)		6,814,189	0	6,814,189	6,864,189	6,914,189
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash	9711	0		0		
Stores	9712	0	0	0		
Prepaid Expenditures	9713	0	0	0		
All Others	9719	0	0	0		
b. Restricted	9740		0	0		
c. Committed						
Stabilization Arrangements	9750	0		0		
Other Commitments	9760	0		0		
d. Assigned						
Other Assignments	9780	0		0		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	0	0	0		
Undesignated / Unappropriated Amount	9790	6,814,189	0	6,814,189	6,864,189	6,914,189

Making Waves Academy
Budget FY2023

MWA Central Office
Original Budget 2nd Draft

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	A	B	C	H	K	L
2	**Account #**	**Account Title**	**FY2022 2nd Interim Budget (A)**	**FY2023 Original Budget v2 (C)**	**Variance FY23 Original v2 vs. FY22 2nd Interim (C-A)**	**% Variance (C) vs. (A)**
3		**Income**				
31	8981	John Regina Scully (JRS)	2,486,337	2,889,862	403,525	16%
35	INCO.INC	Central Office (Revenue from Shared Services Allocation)	1,210,457	1,309,643	99,186	8%
36		**Total Income**	**3,696,794**	**4,199,505**	**502,711**	14%
37						
41						
42		**Expenses**				
43	1100	Teacher Salaries	-	-	-	
44	1103	Substitute Teacher Salaries	-	-	-	
45	1200	Certificated Pupil Support	-	-	-	
46	1300	Certificated Supervisor & Administrator Salaries	-	-	-	
47	1409	Certificated Special Temporary COLA Bonus	182,000	216,000	34,000	19%
48	1900	Certificated Other Salaries	-	-	-	
49	2100	Classified Instructional Aide Salaries	-	-	-	
50	2200	Classified Support Staff Salaries	-	-	-	
51	2300	Classified Supervisor & Administrator Salaries	1,821,247	2,080,851	259,604	14%
52	2400	Classified Clerical and Office Salaries	174,710	236,562	61,852	35%
53	2900	Classified Other Salaries	-	-	-	
54		**Total Salaries**	**2,177,957**	**2,533,413**	**355,456**	16%

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Making Waves Academy
Budget FY2023

MWA Central Office
Original Budget 2nd Draft

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	A	B	C	H	K	L
2	**Account #**	**Account Title**	**FY2022 2nd Interim Budget (A)**	**FY2023 Original Budget v2 (C)**	**Variance FY23 Original v2 vs. FY22 2nd Interim (C-A)**	**% Variance (C) vs. (A)**
55	3101	Certificated STRS	56,287	66,789	10,502	19%
56	3301	Certificated Social Security/Medicare	135,305	165,289	29,984	22%
57	3401	Certificated Health & Welfare Benefits	249,425	310,013	60,588	24%
58	3501	Certificated Unemployment Insurance	5,606	12,667	7,061	126%
59	3601	Certificated Workers Comp Insurance	28,313	32,934	4,621	16%
60	3701	Certificated Retirement Match	74,848	88,548	13,700	18%
61	3999	Accrued Paid Time Off	98,948	98,948	-	0%
62		**Total Benefits**	**648,733**	**775,188**	**126,455**	19%
63		**Total Salaries & Benefits**	**2,826,690**	**3,308,601**	**481,911**	17%
64						

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Making Waves Academy
Budget FY2023

MWA Central Office
Original Budget 2nd Draft

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	A	B	C	H	K	L
2	**Account #**	**Account Title**	**FY2022 2nd Interim Budget (A)**	**FY2023 Original Budget v2 (C)**	**Variance FY23 Original v2 vs. FY22 2nd Interim (C-A)**	**% Variance (C) vs. (A)**
65	4100	Approved Textbooks and Core Curricula Materials	-	-	-	
66	4200	Books and Other Reference Materials	1,700	1,700	-	0%
67	4315	Custodial Supplies	-	-	-	
68	4325	Instructional Materials & Supplies	-	-	-	
69	4330	Office Supplies	7,400	8,900	1,500	20%
70	4390	Other Food	2,000	2,000	-	0%
71	4410	Furniture, Equipment & Supplies (non-capitalized)	1,500	1,500	-	0%
72	4420	Computers and IT Supplies (non-capitalized)	13,450	19,450	6,000	45%
73	4710	Student Food Services	-	-	-	
74	4910	Emergency Supplies	-	-	-	
75	4990	Contingency	40,000	50,000	10,000	25%
76		**Total Supplies**	**66,050**	**83,550**	**17,500**	26%
77	5210	Conference Fees	23,000	26,000	3,000	13%
78	5215	Travel - Mileage, Parking, Tolls	2,700	4,200	1,500	56%
79	5220	Travel - Airfare & Lodging	5,500	11,000	5,500	100%
80	5225	Travel - Meals & Entertainment	3,350	4,700	1,350	40%
81	5305	Professional Dues & Memberships	25,500	25,500	-	0%
82	5421	General Liability Insurance	-	-	-	
83	5510	Utilities - Gas and Electric	-	-	-	
84	5515	Janitorial, Gardening Services & Supplies	-	-	-	
85	5525	Utilities - Waste	-	-	-	
86	5530	Utilities - Water	-	-	-	
87	5605	Equipment Leases and Rentals	6,200	6,200	-	0%
88	5610	Occupancy Rent	-	-	-	
89	5612	Additional Facilities Use Fees	-	-	-	
90	5615	Repairs and Maintenance - Building	-	-	-	
91	5617	Repairs and Maintenance - Non-computer Equipment	-	-	-	
92	5618	Repairs & Maintenance - Auto	-	-	-	
93	5803	Accounting Fees	30,000	30,000	-	0%
94	5804	Legal Fees	70,000	70,000	-	0%
95	5805	External Management and Administrative Fees	-	-	-	
96	5806	County Oversight Fees	-	-	-	
97	5810	Contracted Services	268,950	241,950	(27,000)	-10%
98	5810.001	Food Service Administration	-	-	-	
99	5810.002	Student Information & Assessment	63,247	66,800	3,553	6%
100	5810.003	Student Transportation	-	-	-	
101	5810.004	Intervention & Consultation	15,000	5,000	(10,000)	-67%
102	5810.005	Psychological Services	5,000	5,000	-	0%
103	5810.006	Substitute Teachers	-	-	-	

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Making Waves Academy
Budget FY2023

MWA Central Office
Original Budget 2nd Draft

Printed on: 6/8/2022
3:21 PM

	A	B	C	H	K	L
2	**Account #**	**Account Title**	**FY2022 2nd Interim Budget (A)**	**FY2023 Original Budget v2 (C)**	**Variance FY23 Original v2 vs. FY22 2nd Interim (C-A)**	**% Variance (C) vs. (A)**
104	5810.007	Interscholastic - Coaches	-	-	-	
105	5810.008	Information Technology	94,308	101,004	6,697	7%
106	5810.009	Outsourced Teaching	-	-	-	
107	5811	College Application Fees	-	-	-	
108	5812	College Entrance Exams	-	-	-	
109	5820	Recruiting - Students	10,000	10,000	-	0%
110	5821	Printing and Reproduction	2,500	2,500	-	0%
111	5840	Study Trip - Entrance, Admission, & Ticket Fees (not staff c	-	-	-	
112	5850	Staff Recruitment	84,750	102,250	17,500	21%
113	5851	Continuing Education Support	20,000	15,000	(5,000)	-25%
114	5853	Payroll Processing Fees	54,000	68,000	14,000	26%
115	5897	Special Ed Encroachment WCCUSD	-	-	-	
116	5898	Use Tax	-	-	-	
117	5905	Company Cell Phones	15,500	7,500	(8,000)	-52%
118	5910	Internet and Wifi	-	-	-	
119	5915	Postage and Delivery	3,550	3,750	200	6%
120	5920	Landlines and Office Based Phones	-	-	-	
121	5992	Bank fees	1,000	1,000	-	0%
122	6900	Depreciation and Amortization	-	-	-	
123	INCO.EXP	5895 Central Office (Shared Services Allocation)	-	-	-	
124		**Total Contract Services**	**804,054**	**807,354**	**3,300**	0%
125						

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Making Waves Academy
Budget FY2023

MWA Central Office
Original Budget 2nd Draft

Printed on: 6/8/2022
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	A	B	C	H	K	L
2	**Account #**	**Account Title**	**FY2022 2nd Interim Budget (A)**	**FY2023 Original Budget v2 (C)**	**Variance FY23 Original v2 vs. FY22 2nd Interim (C-A)**	**% Variance (C) vs. (A)**
126		Total Salaries & Benefits	2,826,690	3,308,601	481,911	17%
127		Total Supplies	66,050	83,550	17,500	26%
128		Total Contract Services	804,054	807,354	3,300	0%
129		**Total Expenses**	**3,696,794**	**4,199,505**	**502,711**	14%
130						
131		**Net Income**	**0**	**0**		

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Coversheet

Vendor Invoices for April 2022

Section: IV. Action Items
Item: F. Vendor Invoices for April 2022
Purpose: Vote
Submitted by: Hung Mai
Related Material: Bill Payment List - April 2022.pdf

BACKGROUND:

Vendor invoices for April 2022.

Fiscal Impact: $868,849.12

RECOMMENDATION:

Review and approve the April 2022 vendor invoices.

Making Waves Academy

Bill Payment List

April 2022

Date	Num	Vendor	Amount	Descriptions
4/26/2022	Voided - 16208	Alliant International University	$ (862.10)	Staff Tuition Fee
4/1/2022	16561	Alvarez, Arturo	$ 31.50	Contract Services
4/11/2022	16580	Alvarez, Arturo	$ 63.00	Contract Services
4/1/2022	16562	Ameriflex LLC	$ 278.05	FSA Administrative Fee
4/18/2022	16596	Ameriflex LLC	$ 286.35	FSA Administrative Fee
4/25/2022	16623	Armor Locksmith	$ 239.21	Keys
4/18/2022	16597	AT&T CALNET	$ 547.25	Utility
4/25/2022	16624	Avant Assessment, LLC	$ 4,470.00	Contract Services
4/11/2022	16581	Bay Area Charters	$ 8,636.00	Transportation for Field Trip and Sport
4/25/2022	16625	Bay Area Charters	$ 4,790.49	Transportation for Field Trip and Sport
4/25/2022	16626	Bay Area Conference	$ 3,890.00	Conference Fees
4/1/2022	16563	Bay Area International Translation Services LLC	$ 1,375.00	Translation Services
4/18/2022	16598	Bay Area International Translation Services LLC	$ 120.00	Translation Services
4/25/2022	16627	Bay Area International Translation Services LLC	$ 2,030.00	Translation Services
4/11/2022	16582	California Choice Benefit Administrators	$ 144,633.84	Health Insurance
4/11/2022		Canon Financial Services, Inc.	$ 894.97	Copier Lease
4/18/2022	16599	Cellular Controlled Products	$ 359.40	Contract Services
4/25/2022	16628	Cencal Electric	$ 250.00	Repairs and Maintenance - Building
4/27/2022		Chase	$ 33,456.60	Credit Card Payment
4/18/2022	16600	Cintas	$ 947.31	Custodial Supplies
4/18/2022		CircleUp Education	$ 1,795.00	Professional Development
4/25/2022		CircleUp Education	$ 1,795.00	Professional Development
4/25/2022		CircleUp Education	$ 2,850.00	Professional Development
4/18/2022	16601	City of Richmond	$ 475.00	Additional Sport Facilities Use Fees
4/25/2022	16629	Collen Martin Collegiate Studios	$ 150.00	Supplies
4/1/2022	16564	Colonial Life	$ 311.10	Health Insurance
4/25/2022	16630	Colonial Life	$ 311.10	Health Insurance
4/11/2022		Comcast	$ 3,282.04	Internet Provider
4/25/2022	16631	Corodata	$ 49.88	Storage Fee

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Making Waves Academy

Bill Payment List

April 2022

Date	Num	Vendor	Amount	Descriptions
4/11/2022	16583	CRISISGO, INC.	$ 4,704.85	IT Contract Services
4/25/2022	16632	Cross Country Education	$ 1,182.50	SPED Service
4/1/2022	16565	Cruz-Reiber, Jeannette	$ 1,000.00	Contract Services
4/18/2022	16602	Dell Marketing L.P.	$ 532.39	IT Supplies
4/1/2022	16566	Department of Justice	$ 217.00	Staff Recruitment
4/18/2022	16603	Dialink Corporation	$ 2,118.26	IT Contracted Services
4/11/2022	16584	Document Tracking Services	$ 838.08	IT Contracted Services
4/18/2022	16604	EdTec Inc	$ 1,275.00	School Attendance Service
4/18/2022	16605	Elson Electric Holdings, Inc	$ 7,427.00	Repairs and Maintenance - Building
4/1/2022		Fruge Psychological Assoc Inc	$ 46,605.00	Psychologist
4/25/2022		Fruge Psychological Assoc Inc	$ 24,815.00	Psychologist
4/11/2022	16585	Global Office Inc	$ 1,646.08	Copier Lease
4/11/2022	16586	Hanna Interpreting Services LLC	$ 7,842.00	Contract Services
4/18/2022	16606	Hanna Interpreting Services LLC	$ 9,757.20	Contract Services
4/18/2022	16607	Hi Impact Products	$ 792.00	Supplies
4/18/2022	16608	Jobvite Inc.	$ 7,500.00	IT Contracted Services
4/25/2022	16633	Kronos	$ 4,192.75	Payroll system
4/18/2022	16609	Law Offices of Young, Minney & Corr, LLP	$ 3,511.67	Legal Fees
4/1/2022	16567	LBM, Business Services Inc.	$ 1,229.17	E-Rate
4/18/2022	16610	Lloyd F. McKinney Associates Incorporated	$ 1,020.00	IT Contracted Services
4/1/2022	16568	Lozoff, Pamela	$ 330.00	Contract Services
4/11/2022	16587	Making Waves Foundation, Inc.	$ 146,098.00	School Lease
4/11/2022	16588	Maria Munoz Services	$ 900.00	Contract Services
4/18/2022	16611	Maria Munoz Services	$ 1,500.00	Contract Services
4/1/2022	16569	Marin Benefits Administrators	$ 350.00	Contract Services
4/18/2022	16612	Marin Benefits Administrators	$ 700.00	Contract Services
4/1/2022	16570	Maxim Healthcare Services Holdings, Inc.	$ 3,749.10	Contract Services
4/11/2022	16589	Maxim Healthcare Services Holdings, Inc.	$ 17,236.00	Contract Services
4/1/2022	16571	Mindplay Education, LLC	$ 6,750.00	Contract Services

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Making Waves Academy

Bill Payment List

April 2022

Date	Num	Vendor	Amount	Descriptions
4/11/2022	16590	Netronix Integration, Inc.	$ 2,370.60	Contract Services
4/11/2022	16591	Nob Hill Catering Inc	$ 37,407.20	Student Food
4/1/2022	16572	Office Depot	$ 7.87	Office Supplies
4/18/2022	16613	Office Depot	$ 1,395.71	Office Supplies
4/25/2022	16634	Office Depot	$ 684.36	Office Supplies
4/1/2022		Pacheco's Cleaning Service	$ 45,550.00	Janitorial Services
4/25/2022		Pacheco's Cleaning Service	$ 45,550.00	Janitorial Services
4/25/2022		Pacheco's Cleaning Service	$ 3,125.00	Janitorial Services
4/1/2022	16573	Parikh, Sarwang	$ 330.00	Contract Services
4/1/2022		PG & E - 0911653377-0	$ 3,442.07	Utility
4/1/2022		PG & E - 1229161920-8	$ 24,652.58	Utility
4/1/2022		PG & E - 2538827590-8	$ 8,885.30	Utility
4/1/2022		PG & E - 5344744823-3	$ 2,111.37	Utility
4/1/2022		PG & E - 6293019192-9	$ 10,963.04	Utility
4/27/2022	16646	Photo Collections	$ 380.00	Supplies
4/1/2022	16574	PLIC - SBD GRAND ISLAND	$ 19,965.62	Health Insurance
4/25/2022	16635	PowerSchool Group LLC	$ 11,335.07	Student Information & Assessment
4/18/2022		Quadient Finance USA, Inc	$ 3,000.00	Postage
4/18/2022	16614	R&S Erection Of Richmond, Inc	$ 5,400.66	Building Repairs/Maintenance
4/18/2022		ReadyRefresh by Nestle	$ 135.07	Drinking Water Supplies
4/18/2022		ReadyRefresh by Nestle	$ 144.26	Drinking Water Supplies
4/26/2022		ReadyRefresh by Nestle	$ (33.15)	Drinking Water Supplies
4/18/2022		Republic Services #851	$ 4,733.62	Waste Management
4/18/2022	16615	Richmond False Alarm Reduction Program	$ 750.00	Building Repairs/Maintenance
4/11/2022	16592	Rids Brother Company Inc	$ 9,310.80	SPED Transportation Service
4/25/2022		Robert Half Technology	$ 12,309.09	IT Contracted Services
4/25/2022	16636	RTF Edu Enterprises, Inc.	$ 33,454.50	Interventionist
4/1/2022	16575	Scoot Education Inc	$ 1,854.00	Substitutes Fee
4/25/2022	16637	Scoot Education Inc	$ 2,472.00	Substitutes Fee

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Making Waves Academy

Bill Payment List

April 2022

Date	Num	Vendor	Amount	Descriptions
4/25/2022	16638	Seneca Family of Agencies	$ 1,050.00	SPED Service
4/11/2022	16593	SpearTip, LLC	$ 10,000.00	IT Contract Services
4/18/2022	16616	Stericycle, Inc.	$ 74.59	Contract Services
4/25/2022	16639	Sterling	$ 350.10	Background Check
4/25/2022	16640	Swing Education, Inc	$ 3,982.00	Substitutes Fee
4/18/2022	16617	Teachers on Reserve	$ 1,742.13	Substitutes Fee
4/25/2022	16641	The CLM Group Inc.	$ 960.86	Subscription Fee
4/25/2022	16642	The Education Team	$ 3,858.55	Substitutes Fee
4/11/2022	16594	The Office City	$ 2,738.26	Supplies
4/18/2022	16618	The Office City	$ 6,121.71	Supplies
4/25/2022	16643	The Office City	$ 460.84	Supplies
4/25/2022	16644	The Speech Pathology Group	$ 5,966.25	SPED Service
4/18/2022	16619	The UPS Store	$ 2,000.00	Fees for Returning Items
4/1/2022	16576	T-Mobile	$ 5,920.00	Telephone
4/26/2022	Voided - 15385	T-Mobile	$ (1,960.00)	Telephone
4/1/2022	16577	Trojan Systems, Inc.	$ 375.00	Fire Alarm System Monitoring
4/11/2022	16595	Troyer's Door Control, Inc.	$ 796.68	Building Repairs/Maintenance
4/18/2022		Verizon Wireless	$ 3,469.86	Telephone
4/1/2022	16578	Vision Service Plan	$ 1,608.72	Health Insurance
4/18/2022	16620	Wells Fargo Vendor Financial Services, LLC	$ 4,267.82	Copier Lease
4/12/2022	Voided - 16559	World's Finest Chocolate	$ (792.00)	Supplies
4/18/2022	16621	Wright, Daniel	$ 896.07	Coach Payment
		April 2022	**$ 868,849.12**	
		April 2021	**$ 651,487.70**	

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Coversheet

Nob Hill Catering, Inc. Renewal

Section: IV. Action Items
Item: G. Nob Hill Catering, Inc. Renewal
Purpose: Vote
Submitted by:
Related Material: LM ADDENDUM EXTENSION 22-23 - MAKING WAVES (5).pdf

ADDENDUM TO AGREEMENT TO PROVIDE FOOD SERVICE

Between **THE LUNCHMASTER** and **MAKING WAVES ACADEMY SCHOOLS**

This addendum made on May 19, 2022, between THE LUNCHMASTER, and MAKING WAVES ACADEMY SCHOOLS is created for the purpose of providing meals under the National School Lunch Program (NSLP) and the School Breakfast Program (SBP).

1. Addendum Purpose

This addendum contains the renewal rates and fees for the delivery of vended meals under the National School Lunch and School Breakfast Program for the period beginning July 1, 2022 and ending on June 30, 2023. The terms and conditions of the original Base Year service agreement are applicable to this contract renewal.

2. Service Agreement Period

Base Year:	July 1, 2020 – June 30, 2021
1st Renewal Year:	July 1, 2021 – June 30, 2022
2nd Renewal Year:	July 1, 2022 – June 30, 2023

3. Pricing

Vendor will charge School the following prices starting July 1, 2022.

MEAL	RATE SY21/22	RATE SY22/23
Breakfast – NSLP	$ 1.95	$ 2.25
K-8 Lunch – NSLP	$ 2.95	$ 3.50
9-12 Lunch – NSLP	$ 2.95	$ 3.75
Snack – NSLP	$ 0.82	$ 0.98

4. Additional Pricing Disclosures

a) Meals for Staff Members: PRICED ON REQUEST

b) Soymilk per meal: (non-medically required): PRICED ON REQUEST

c) Meal labels: PRICED ON REQUEST

d) If a minimum of **80 meals per day per delivery** cannot be maintained, a delivery fee of $75.00 per day per site will need to be added to the weekly / monthly invoices.

The school and Vendor hereby mutually exercise the option to renew the service agreement from Base Year 2020-2021.

Name & Title of Sponsor Representative	**Telephone Number**
Mailing Address	
Signature	**Date**
Name & Title of Vendor Representative	**Telephone Number**
Mailing Address	
Signature	**Date**

Coversheet

Pachecho's Cleaning Contract

Section: IV. Action Items
Item: H. Pachecho's Cleaning Contract
Purpose: Vote
Submitted by:
Related Material: MWA-Pachecho 22-23.pdf

INDEPENDENT CONTRACTOR AGREEMENT

This Agreement is entered into on July 1, 2022 by and between Pacheco's Cleaning Service ("Contractor") and **Making Waves Academy** (hereinafter "**MWA**") (collectively, the "Parties").

1. Contractor's Services

   a. Contractor agrees to perform the services ("Services") as described in **Exhibit A** attached to this Agreement, as it may be amended in writing from time to time by the Parties, provided that any amendment is signed by Contractor and a duly authorized representative of MWA.
   b. In the event that the MWA school facility is closed due to a public health order, Contractor agrees that the Services will be modified to require only two (2) days per week of services as set forth on **Exhibit B.**
   c. Contractor may, at Contractor's own expense, use employees or other subcontractors to perform the Services under this agreement.
   d. Consistent with this requirement, Contractor may represent, perform services for, or be employed by such additional persons or companies as Contractor sees fit, except to the extent doing so causes Contractor to breach Contractor's obligations under this Agreement or creates a conflict of interest.

2. Compensation

   Contractor shall be paid the amount set forth in Exhibit A and invoice MWA on a monthly basis for all hours worked under this Agreement during the preceding month. In the event that Contractor's services are modified as provided in Paragraph 1.b, the compensation due Contractor shall be equitably adjusted. MWA shall pay all invoices within thirty (30) days after their receipt.

3. Expenses

   MWA agrees to reimburse Contractor for all expenses reasonably incurred in the performance of the Services upon production of supporting receipts and documentation within thirty (30) days of each invoice.

4. Term of Agreement

   a. This Agreement governs cleaning services for the 2022-23 school year. This Agreement will become effective on July 1, 2022.
   b. Either party may terminate this Agreement at any time by giving 30 days' written notice to the other party in accordance with the notice provisions set forth below.
   c. This Agreement terminates automatically on the occurrence of any of the following events: (a) the bankruptcy or insolvency of either party; (b) sale of business of either party; or (c) the death or permanent disability of either party; (d) material

breach of any term or condition of this Agreement; or (e) revocation or nonrenewal of the MWA charter.

d. Upon termination of this Agreement, Contractor shall be entitled to payment for Services completed prior to the termination date and reimbursement for expenses incurred prior to the termination date. Thereafter, MWA shall owe Contractor no further amounts or obligations.

5. Default

If either party defaults in the performance of this Agreement or materially breaches any of its provisions, the non breaching party may terminate this Agreement by giving written notification to the breaching party. Termination shall be effective immediately on receipt of the written notification by the breaching party, or five days after mailing of the notice to the address set forth in the notice provisions below, whichever occurs first. For purposes of this section, material breach of this Agreement shall include, but not be limited to, the following: MWA's failure to pay for Contractor's Services as agreed within thirty (30) days after receipt of Contractor's written demand for payment in accordance with the notice provisions set forth below.

6. Relationship of the Parties

a. Contractor enters into this agreement as, and shall continue to be, an independent contractor. In no circumstances shall Contractor look to MWA as Contractor's employer, partner, agent, or principal. Contractor has the right to perform services for others during the term of this Agreement. Neither Contractor nor any employee of Contractor (which for purposes of this Paragraph shall be included in the term "Contractor") shall be entitled to any benefits accorded to MWA's employees, including workers' compensation, disability insurance, retirement plans, or vacation or sick pay. Contractor's exclusion from benefit programs maintained by MWA is a material component of the terms of compensation negotiated by the Parties, and is not premised on Contractor's status as a non employee with respect to MWA. To the extent that the Contractor may become eligible for any benefit programs maintained by MWA (regardless of the timing of or reason for eligibility), Contractor hereby waives Contractor's right to participate in the programs. Contractor's waiver is not conditioned on any representation or assumption concerning Contractor's status under the common law test. Contractor also agrees that, consistent with Contractor's independent contractor status, Contractor will not apply for any government-sponsored benefits that are intended to apply to employees, including, but not limited to, unemployment benefits. Contractor shall be responsible for providing, at Contractor's expense and in Contractor's name, disability insurance and workers' compensation as required by the State of California, as well as licenses and permits usual or necessary for performing the Services. Contractor agrees to provide MWA with a W-9 upon request.

b. Contractor shall pay, when and as due, any and all taxes incurred as a result of Contractor's compensation, including income taxes, FICA (Social Security

and Medicare taxes) and payroll taxes, and shall provide MWA with proof of payment on demand. Contractor indemnifies MWA for any claims, losses, costs, fees liabilities, damages, or injuries suffered by MWA arising from Contractor's breach of the provisions of this Paragraph.

c. Contractor and MWA shall provide to each other upon request any information reasonably necessary to determine their obligations under this Agreement, to fulfill the purposes of the Services, or to maintain accurate records.

7. Place of Work

Contractor understands that the Services must comply with state and federal law, must satisfy applicable health and safety standards, and must conform to rules and standards maintained by MWA for each facility.

— Insurance

a. Without in anyway limiting Contractor's liability pursuant to the "Indemnification" section of this Agreement, Contractor shall procure and maintain during the full term of this Agreement the following insurance amounts and coverage:

i. Coverage and Limits

ii. Limits - The Contractor shall maintain limits no less than the following:

A. Commercial General Liability – which shall be written on an occurrence based for, with limits not less than One million dollars ($1,000,000) per occurrence for bodily injury, personal injury and property damage and not less than $2,000,000 Products-Completed Operations, and $2,000,000 annual aggregate.

B. Automobile Liability - $300,000 combined single limit for bodily injury and property damage each accident.

C. Workers' Compensation as required by law. Employer's liability insurance in the amount of at least $1,000,000 per accident for bodily injury and disease. The Workers' Compensation shall be endorsed with a waiver of subrogation in favor of MWA.

D. Sexual Abuse & Molestation (AKA Childhood Sexual Assault) Liability – One million dollars ($1,000,000) per occurrence or claim, $2,000,000 in the aggregate.

b. Commercial General Liability, Sexual Abuse & Molestation, and Business Automobile Liability policies must provide the following:

i Name as Additional Insured MWA and its Board, officers, authorizer(s), authorized volunteers, agents, and employees.

ii That such policies are primary insurance to any other insurance available to the Additional Insured, with respect to any claims arising out of Contractor, its employees, agents' activities and/or performance under this Agreement and that such policies apply separately to each insured against who claim is made or suit is brought, except with respect to the policies' limits.

c. Insurance is to be placed with insurers having a current A.M. Best rating of no less than A-:VII or equivalent or as otherwise approved by MWA.

d. All policies required to be maintained by Contractor shall not be cancelled, voided, or non-renewed without thirty (30) days advance written notice to the MWA.

e. Before commencing any operations under this Agreement, Contractor must provide MWA with the certificates of insurance (Accord Form 25 equivalent) signed by the insurer's representative, and additional insured policy endorsements in form (CG 20 10(ongoing operations) and CG 20 37(completed operations) or their equivalent) and shall furnish complete copies of policies promptly upon MWA's request.

f. Contractor also understands and agrees that MWA may withhold payment for services performed for any violations of the insurance provisions of this Agreement.

g. Approval of the insurance by MWA shall not relieve or decrease the liability of Contractor hereunder.

h. Contractor's insurance shall cover subcontractors performing services for, or on behalf of, Contractor or Contractor shall require such subcontractors to comply with the insurance requirements set forth in this agreement.

i. If any coverage (other than Commercial General Liability which must be written on an occurrence form) is maintained on a claims-made basis, the following shall apply:

(a). The retroactive date must be shown, and must be before the date of the contract or the beginning of the contract services.
(b). Insurance must be maintained and evidence of insurance must be provided for at least three (3) years after completion of the contract services.
(c). If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to the effective date of the contract, Contractor must purchase an extended reporting period for a minimum of three (3) years after completion of the contract services.

9. Contractor Obligations a. By his/her signature on this Agreement, Contractor certifies that he/she is aware of the provisions of section 3700 of the California Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and he/she will comply with such provisions before commencing the performance of the work of this Agreement.

b. Before starting Services, Contractor agrees to complete the Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance and Credential Verification (**Exhibit C**).

c. Contractor acknowledges and agrees that the Services must meet heightened standards for sanitation and disinfecting of surfaces due to the coronavirus disease (COVID-19) pandemic. In the event that the Services on **Exhibit A** must be modified to meet those standards, the parties agree to meet and confer in good faith to make such modifications as needed to ensure that MWA satisfies all applicable public health and safety orders and requirements.

10. Contractor's Representations and Indemnities a. Contractor represents that Contractor has the qualifications and ability to perform the Services in a professional manner, in compliance with all applicable laws, regulations, standards and orders, without the advice, control, or supervision of MWA. Failure to do so shall constitute a material breach of this Agreement. Contractor shall be solely responsible for the professional performance of the Services, including but not limited to training regarding the proper use of cleaning and disinfecting products, and shall receive no training, assistance, direction, or control from MWA. Contractor shall have sole discretion and control of Contractor's Services and the manner in which they are to be performed. Contractor or Contractor's employees or subcontractors shall perform the services required by
this Agreement; MWA shall not hire, supervise or pay any assistants to help Contractor.

b. Contractor shall and does hereby indemnify, defend, and hold harmless MWA, and MWA's officers, directors, authorizer, employees students and insurers from and against any and all claims, demands, losses, costs, expenses, obligations, liabilities, damages, recoveries, and deficiencies, including interest, penalties, and reasonable attorney fees and costs, that MWA may incur or suffer that result from, or are related to, the Services of Contractor under this Agreement except when the same shall arise due to the willful misconduct or gross negligence of MWA and MWA is adjudged to be liable for willful misconduct or gross negligence by a court of competent jurisdiction.

11. Limited Liability
Neither party to this agreement shall be liable for the other's lost profits, or special, incidental or consequential damages, whether in an action in contract or tort, even if the party has been advised by the other party of the possibility of such damages

8. Proprietary Information

a. "Proprietary Information" means all information pertaining in any manner to the business of MWA, unless (i) the information is or becomes publicly known through lawful means; (ii) the information was part of Contractor's general knowledge prior to Contractor's relationship with MWA; or (iii) the information is disclosed to Contractor without restriction by a third party who rightfully possesses the information and did not learn of it from the MWA. This definition includes, but is not limited to, information on MWA's employees, agents, or divisions. The written, printed, graphic, or electronically recorded materials furnished by MWA for use by Contractor are Proprietary Information and property of MWA.

b. Contractor shall maintain in confidence and shall not, directly or indirectly,

disclose or use, either during or after the term of this Agreement, any Proprietary Information, confidential information, or know-how belonging to MWA, whether or not it is in written or permanent form, except to the extent necessary to perform the Services. On termination of Contractor's services to MWA, or at the request of MWA before termination, Contractor shall deliver to MWA all material in Contractor's possession, custody or control relating to MWA's business including Proprietary Information. The obligations on Proprietary Information extend to information belonging to customers and suppliers of MWA about whom Contractor may have gained knowledge as a result of performing the Services.

c. Nothing in this Paragraph 12 is intended to limit any remedy of the MWA under the California Uniform Trade Secrets Act (California Civil Code Section 3426), or otherwise available under the law.

9. Dispute Resolution

The parties shall negotiate in good faith in an attempt to resolve all disputes between Contractor, including any employees of Contractor, and MWA relating in any way to this Agreement or the Services to be performed under this Agreement (including, but not limited to, claims for breach of contract, tort, discrimination, harassment, and any violation of federal or state law) ("Arbitrable Claims"). Disputes that cannot be resolved by negotiation shall be submitted to mediation using a mutually agreed upon mediator. If the mediation is unsuccessful, the dispute shall be resolved by binding arbitration before a neutral arbitrator. The arbitrator shall be selected and the arbitration hearing conducted pursuant to the Commercial Arbitration Rules of the American Arbitration Association and shall take place in Richmond, California, unless otherwise agreed by the Parties. Arbitration shall be final and binding upon the Parties and shall be the exclusive remedy for all claims covered by this arbitration provision. Either party may bring an action in court to compel arbitration under this Agreement, to enforce an arbitration award or to obtain temporary injunctive relief pending a judgment based on the arbitration award. Otherwise, neither party shall initiate or prosecute any lawsuit, or administrative action, in any way related to any Arbitrable Claim. The Federal Arbitration Act shall govern the interpretation and enforcement of this Section on Arbitration, except if any court finds that the Federal Arbitration Act does not apply, the California Arbitration Act shall govern the interpretation and enforcement of this Section. If any court or arbitrator finds that any term makes this Arbitration Section unenforceable for any reason, the court or arbitrator shall have the power to modify such term (or if necessary delete such term) to the minimum extent necessary to make this Arbitration Section enforceable to the fullest extent permitted by law.

THE PARTIES HEREBY WAIVE ANY RIGHTS THEY MAY HAVE TO TRIAL BY JURY IN REGARD TO ARBITRABLE CLAIMS, INCLUDING WITHOUT LIMITATION TO ANY RIGHT TO TRIAL BY JURY AS TO THE MAKING, EXISTENCE, VALIDITY OR ENFORCEABILITY OF THE AGREEMENT TO ARBITRATE.

10. Miscellaneous Provisions

a. Entire Agreement. The terms of this Agreement are intended by the Parties to be the final expression of their agreement with respect to the subject matter of this Agreement and may not be contradicted by evidence of any prior or contemporaneous agreement, except as expressly set forth in this Agreement. The Parties further intend that this Agreement shall constitute the complete and exclusive statement of its terms and that no extrinsic evidence whatsoever may be introduced in any judicial, administrative, or other legal proceeding involving this Agreement.

a. Amendments: Waivers. This Agreement shall not be varied, altered, modified, changed or in any way amended except by an instrument in writing executed by Contractor and a duly authorized representative of MWA.

b. Severability: Enforcement. If any provision of this Agreement, or the application thereof to any person, place, or circumstance, shall be held by an arbitrator of a court of competent jurisdiction to be invalid, unenforceable, or void, the remainder of this Agreement and such provisions as applied to other persons, places, and circumstances shall remain in full force and effect, and such provision shall be enforced to fullest extent consistent with applicable law.

c. Governing Law. The validity, interpretation, enforceability, and performance of this Agreement shall be governed by and construed in accordance with the law of the State of California, without giving effect to its law regarding the conflict of laws.

d. Interpretation. This Agreement shall be construed as a whole, according to its fair meaning, and not in favor of or against any party. By way of example and not in limitation, this Agreement shall not be construed in favor of the party receiving a benefit and not against the party responsible for any particular language in this Agreement. Captions are used for reference purposes only and should be ignored in the interpretation of this Agreement.

11. Acknowledgement

The Parties acknowledge that (i) they have each had the opportunity to consult with independent counsel of their own choice concerning this Agreement and have done so to the extent they deem necessary, and (ii) they each have read and understand the Agreement, are fully aware of its legal effect, and have entered into it voluntarily and freely based on their own judgment and not on any promises of representations other than those contained in the Agreement.

12. Notices

All notices and other communications in connection with this Agreement shall be in writing and shall be considered given as follows:

(a) When delivered personally to the recipient's address as stated on this Agreement;

(b) Three days after being deposited in the United States mail, with postage prepaid to the recipient's address as stated on this Agreement, or

(c) When sent by fax to the last fax number of the recipient known to the person giving notice.

Notice is effective upon receipt provided that a duplicate copy of the notice is promptly given by first class mail, or the recipient delivers a written confirmation of receipt.

If to Contractor:

Pacheco's Cleaning
2025 Dover Ave.
San Pablo, CA 94806
[danilo.pilar@sbcglobal.net]
[(510)439-7023]

If to MWA:

Making Waves Academy
4123 Lakeside Drive
Richmond, CA 94806
Attn: CFO
wwei@mwacademy.org
(510) 779-1405

MAKING WAVES ACADEMY

By _____
Alton B. Nelson, Chief Executive Officer
510.262.1511
510.262.1518 fax

CONTRACTOR
By_____
Pacheco's Cleaning Service
2025 Dover Ave.
San Pablo, CA 9480

Exhibit A: Scope of Work
2022- 2023

I. Project for which the Services are being performed:

- Custodial Services – to be performed according to an established schedule
- Custodial Services – to be performed as requests
    - Hourly rate for:
        - Non-contracted cleaning projects
        - Special events

II. Services to be performed by frequency

Services to be performed by Vendor five times per week

- **Office Areas**
    - Empty waste/recycle bins in office areas
    - Vacuum all office areas including the hallways
    - Reception Area - Clean entrance Doors
    - Dust, wipe and disinfect all touched surfaces,[1] furniture and tables
- **Servery Area and Student Commons**
    - Empty waste/recycle bins
    - Mop and sanitize all servery, including kitchen areas
    - Windows
    - Sanitize door handles and railings
- **Staff Lounge**
    - Empty waste/recycle bins in area
    - Wipe and disinfect all touched surfaces, furniture, appliances and tables
    - Not responsible for dirty dishes in the sink due to breakage
- **Blackbox, Theater and Gym**
    - Mop and sanitize all areas
    - Dust mop gym floor
    - Wet mop gym floor
    - Clean bleachers
- **Classrooms (Including Open Learning Spaces and Makerspace)**
    - Dust and disinfect the touched surfaces, furniture and desks
    - Empty waste/recycle bins
    - Mop and sanitize all classroom areas
- **Restrooms**
    - Mop and sanitize all restrooms
    - Responsible for stocking the paper towels, toilet paper and hand soap
    - Responsible for replenishing the paper towel dispenser
- **Libraries**
    - Dust and disinfect the touched surfaces, furniture, bookshelves, and tables
    - Empty waste/recycle bins
    - Vacuum all areas

[1] The term "touched surfaces" means surfaces that are typically touched frequently and which are recommended for sanitation as a disinfecting protocol. This includes but is not limited to doorknobs, handles, keyboards, handsets, computer mice, keypads, etc.

Covered Outdoor Eating Areas

- Pick up trash on ground and tables

Services to be performed by Vendor once per month

- Empty and clean refrigerators in all staff lounges
- Clean building windows

Services to be performed by Vendor two times a year

- Summer break: Powerwashing hard surfaces
- Winter break: Powerwashing hard surfaces

Services to be performed by Vendor twice a year

- Summer: Auto scrub floors, clean windows, power wash the restrooms, clean carpets, deep clean servery floors, dust all light fixtures and cabinets, clean roofs of debris,
- Winter: Power wash the restrooms, perform required cleaning touch ups, clean servery floors, clean roofs of debris

Janitorial Supplies

- CONTRACTOR will keep inventories of all janitorial supplies and will inform MWA for replenishments. MWA is responsible for purchasing the required and necessary janitorial supplies.

Equipment Supplies and Maintenance

- MWA will be responsible for providing and maintaining the necessary and required cleaning equipment.

II. Delivery Schedule for Performing Services ("Delivery Schedule")

- Contractor agrees to provide cleaning services five (5) days per week unless otherwise specified
- Cleaning Services to be provided between the hours of 5:00 p.m. to 10:00 p.m.

III. Cleaning Fees

a. Rate per month: $47,900

b. Rate per hour for MWA approved, non-contracted work and powerwashing: $26.00

b. Additional duties as requested, not included in Exhibit A, will be performed only after both the Contractor and MWA agree with the timing of the duties.

EXHIBIT A
Continued
MAKING WAVES ACADEMY SERVICES/ACTIVITIES TO BE PERFORMED AND FREQUENCY

OFFICE

SERVERY

STUDENT COMMONS

CLASSROOM (MAKER SPACE AND OPEN LEARNING SPACE)

RESTROOM

LAB

HALLWAYS

ELEVATOR

CONFERENCE

GYM

LIBRARY

STAFF LOUNGE

BLACKBOX AND THEATER

DEEP CLEANING- SUMMER & WINTER

Exhibit A

OFFICE		Frequency			
Item	Task	Daily	Weekly	Monthly	As Needed
Bookcase	Dust		X		
Carpet	Vacuum		X		
Chair	Dust		X		
Desk surface	Damp Clean		X		
Touched surfaces	Disinfect	X			
Door, Both Sides File	Damp Clean		X		
Cabinets Recycle Bin	Dust		X		
Tables	Empty		X		
Waste Bin	Damp Clean		X		
	Empty	X			

INITIALS:

MWA_____

Contractor_____

Exhibit A

SERVERY

Item	Task	Frequency			
		Daily	Weekly	Monthly	As Needed
Dispenser, Paper Towel	Refill				X
Dispenser, Soap	Refill				X
Floor	Damp Mop	X			
Recycle Bin	Empty	X			
Sink	Disinfect	X			
Waste Bin	Empty	X			

NOTE: Dispensers are refilled as needed

INITIALS:

MWA_____

Contractor_____

Exhibit A

CLASSROOM (MAKER SPACE & OPEN LEARNING SPACE)		Frequency			
Item	Task	Daily	Weekly	Monthly	As Needed
White Board and Eraser	Clean		X		
Sink	Unclutter	X			
Student Desk	Align	X			
Trash on Floor	Pick Up	X			
Bookcase	Dust	X			
Counter Top	Disinfect	X			
Desks	Damp Clean	X			
Desk, Student	Damp Clean	X			
Touched Surfaces	Disinfect	X			
Door, Both Sides	Damp Clean		X		
Floor	Dust Mop	X			
Waste Bin	Empty	X			

INITIALS:

MWA_____

Contractor_____

Exhibit A

RESTROOM Item	Task	Frequency Daily	Weekly	Monthly	As Needed
Dispenser, Paper Towel	Refill				X
Dispenser, San. Napkins	Empty	X			
Dispenser, Soap	Refill				X
Dispenser, Toilet Paper	Refill				X
Touched surfaces	Disinfect	X			
Door lock	Secure				X
Door, Both Sides	Damp Clean		X		
Drain, Floor	Clean	X			
Floor	Damp Mop	X			
Mirrors	Damp Clean	X			
Sinks	Clean/Disinfect	X			
Toilets	Clean/Disinfect	X			
Waste Bin - large	Empty	X			

INITIALS:

MWA_____

Contractor_____

Exhibit A

LAB Item	Task	Frequency			
		Daily	Weekly	Monthly	As Needed
Sink	Unclutter	X			
Student Desk	Align	X			
Trash on Floor	Pick Up	X			
Window	Secure	X			
Bookcase	Dust		X		
Counter Top	Disinfect	X			
Desks	Damp Clean	X			
Desk,Student	Damp Clean	X			
Touched surfaces	Disinfect	X			
Door,Both Sides	Damp Clean		X		
Floor	Dust Mop	X			
Horizontal Surface	Dust	X			
Waste Bin	Empty	X			

INITIALS:

MWA_____

Contractor_____

Exhibit A

HALLWAY

Item	Task	Frequency			
		Daily	Weekly	Monthly	As Needed
Floor	Damp Mop	X			
Floor	Dust Mop	X			

INITIALS:

MWA_____

Contractor_____

Exhibit A

Elevator

Item	Task	Frequency			
		Daily	Weekly	Monthly	As Needed
Floor	Clean Elevator Walls	X			

INITIALS:

MWA_____

Contractor_____

Exhibit A

CONFERENCE

Item	Task	Frequency: Daily	Weekly	Monthly	As Needed
Carpet	Vacuum	X			
Chair	Dust	X			
Door Handle / knob	Disinfect	X			
Door, Both Sides	Damp Clean		X		
White Board & Eraser	Wash		X		

INITIALS:

MWA_____

Contractor_____

Exhibit A

GYM Item	Task	Frequency		
		Daily	Weekly	Monthly As Needed
Sink	Unclutter	X		
Trash on Floor	Pick Up	X		
Counter Top	Disinfect	X		
Touched surfaces	Disinfect	X		
Door, Both Sides	Damp Clean		X	
Floor	Dust Mop	X		
Floor	Wet Mop		X	
Waste Bin	Empty	X		
Bleachers	Dust Mop		X	X
Bleacher	Clean Seats		X	X

INITIALS:

MWA_____

Contractor_____

Exhibit A

Library Item	Task	Frequency			
		Daily	Weekly	Monthly	As Needed
Trash on Floor	Pick Up	X			
Bookcase	Dust		X		
Counter Top	Disinfect	X			
Desks	Damp Clean	X			
Desk, Student	Damp Clean	X			
Touched surfaces	Disinfect	X			
Door, Both Sides	Damp Clean		X		
Floor	Vacuum	X			
Waste Bin	Empty	X			

INITIALS:

MWA_____

Contractor_____

Exhibit A

STAFF LOUNGE

Item	Task	Frequency			
		Daily	Weekly	Monthly	As Needed
Sink	Clean	X			
Chair	Dust	X			
Touched surfaces	Disinfect	X			
Door, Both Sides	Damp Clean		X		
Recycle Bin	Empty	X			
Tables	Damp Clean	X			
Waste Bin	Empty	X			

INITIALS:

MWA_____

Contractor_____

Exhibit A

Blackbox and Theater

		Frequency			
Item	Task	Daily	Weekly	Monthly	As Needed
Trash on Floor	Pick Up	X			
Touched surfaces	Disinfect	X			
Door,Both Sides	Damp Clean		X		
Floor	Dust Mop	X			
Waste Bin	Empty	X			
Bleachers/Seats	Dust Mop		X		X
Bleachers/Seats	Spot Clean Seats		X		X

INITIALS:

MWA_____

Contractor_____

Exhibit A

DEEP CLEANING

Item	Task
	Deep Cleaning activities take place during two academic breaks unless otherwise noted: December (Winter Break) and August (Summer Break)
Lights:	Dust
Cabinets:	Dust and damp clean inside and top of cabinets
Floors:	Auto scrub
Windows:	Wash interior and exterior of buildings
Vents:	Dust/vacuum air ducts
lockers:	Dust and damp clean locker tops
Blinds:	Dust/vacuum blinds
Walls:	Damp clean walls
Doors:	Damp Clean doors during breaks
Borders (floor trim):	Damp clean borders
Restrooms:	Power wash restroom stalls once a month. Wash walls quarterly.
Roof:	Remove leaves, debris and balls during breaks
Roof:	Blow the leaves from the front entrances every other week
Trash baskets and hallway	Wash
Classroom recycle wastepaper Trash baskets and hallway	Wash
Classroom Trash wastepaper baskets and hallway Exterior large garbage cans-	Wash
compose wastepaper	Wash
Exterior large garbage cans-recycle wastepaper	Wash
Exterior large garbage cans-trash wastepaper	Wash
Storage & Electrical Closets:	Dust, sweep, remove cobwebs
Hard exterior surfaces (concrete)	Powerwash at Thanksgiving break, February break and Spring break
Carpets:	
library, offices, classrooms	Wash once a year or during breaks as needed
Soft furniture:	Spot clean

INITIALS:

MWA_____

Contractor_____

THIS EXHIBIT A IS AGREED TO EFFECTIVE JULY 1, 2022

MAKING WAVES ACADEMY

By _____
Alton B. Nelson, Chief Executive Officer
510.262.1511
510.262.1518 fax

CONTRACTOR
By_____
Pacheco's Cleaning Service
2025 Dover Ave.
San Pablo, CA 94806

Exhibit B

Modified Services

In the event that MWA is closed during the regular school year due to a public health order adopted in response to a surge in COVID-19, Contractor agrees to the following modified services:

-Come in twice per week

Monday and Wednesday

Clean US building 1, UP building 4, MS building 1 and Gym

hours: 4pm-8pm

Disinfecting

Restrooms

Front office

Server

Floors

Take out trash

- Pick up outside trash

Pick up trash from walkways

Pick up trash from plants and bushes

Empty out all trash throughout the campus

- On call services
  We are available Monday through Friday

Our proposal is for a monthly rate of $12,300

Exhibit C

Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification

This form is to be completed with respect to the Agreement between Making Waves Academy ("MWA") and Pacheco's Cleaning Service ("Independent Contractor").

PLEASE CHECK ALL APPROPRIATE BOXES AND SIGN BELOW.

CLEARANCE AND CREDENTIAL REQUIREMENTS SATISFIED:

☐ A. The Independent Contractor hereby certifies to NAME that it has completed the criminal background check required by law and has determined that none of its employees who may come into contact with NAME students has been convicted of a violent felony listed in Penal Code Section 667.5(c), a serious felony listed in Penal Code Section 1192.7(c), a sex offense listed in Education Code Section 44010, a controlled substance offense listed in Education Code Section 44011, a crime involving moral turpitude (e.g., embezzlement, perjury, fraud, etc.), or any offense which may make the employee unsuitable/undesirable to work around students. The Independent Contractor shall also request and receive subsequent arrest notifications for all such employees from the California Department of Justice to ensure ongoing safety of students.

☐ B. The Independent Contractor hereby certifies to NAME that it has required and verified that all employees who may have frequent or prolonged contact with students have undergone a risk assessment and/or been examined and determined to be free of active tuberculosis. The Independent Contractor requires all new employees to provide the Independent Contractor with a certificate of tuberculosis clearance dated within the sixty (60) days prior to initial employment. The Independent Contractor maintains current TB clearances for all such employees.

☐ C. The Independent Contractor hereby certifies to NAME that it has required and verified that all of the Independent Contractor's employees whose assignment at NAME requires a teaching or substitute credential or license holds a current, valid credential or license appropriate for the assignment as required by Education Code Section 47605(*l*).

List below, or attach, the <u>name and other information for each vendor employee</u> for whom the Independent Contractor has successfully completed the requisite fingerprinting and criminal background check, TB risk assessment/clearance, and credential verification (if applicable), in accordance with the provisions above.

Name of Employee	Date of Criminal Background Clearance Determination	TB Expiration Date	Credential(s) Type and Expiration Date(s)
John Example	*07/23/2014*	*07/23/2018*	*MSTC 07/01/2018*

WAIVER JUSTIFICATION:

☐ D. The Independent Contractor and all of its employees qualify for a waiver of the Department of Justice (DOJ) fingerprint and criminal background clearance requirements for the following reason(s):

☐ The Independent Contractor and its employees will have NO CONTACT with pupils. (No school-site Services will be provided.)

☐ The Independent Contractor and its employees will have LIMITED CONTACT with pupils. (Attach information about length of time on school grounds; proximity of work area to pupil areas; whether the Independent Contractor's employees will be working by themselves or with others, and, if so, with whom; and any other factors that substantiate limited contact.)

☐ The Independent Contractor, which will be providing for construction, reconstruction, rehabilitation, or repair of a school facility where the employees of the Independent Contractor may have contact, other than limited contact, with pupils, shall ensure the safety of the pupils by one or more of the following methods:

Check all methods to be used:

☐ 1) Installation of a physical barrier at the worksite to limit contact with students.

☐ 2) Continual supervision and monitoring of all employees of the Independent Contractor by an employee of the Independent Contractor who has not been convicted of a serious of violent felony, a sex or controlled substance offense, or a crime involving moral turpitude as ascertained by the DOJ.

☐ 3) Surveillance of employees of the Independent Contractor by school personnel

☐ The Services provided by the Independent Contractor are for an "EMERGENCY OR EXCEPTIONAL SITUATION" ONLY, such as when pupil health or safety is immediately endangered or when emergency repairs are needed to make the school facilities safe and habitable.

By signing below, under penalty of perjury, I certify that the information contained on this certification form and the employee list(s) is accurate. I understand that it is the Independent Contractor's sole responsibility to maintain, update, and provide MWA with current and complete information along with the employee list, throughout the duration of Services provided by Independent Contractor.

Authorized Vendor Signature	Printed Name	Title	Date

Exhibit D

Proposal for the new US Gym

Frequency 5 days per week
Monday thru Friday

SERVICES/ACTIVITIES TO BE PERFORMED AND FREQUENCY

GYM Item	Task	Frequency Daily	Weekly	Monthly	As Needed
Sink		X			
Trash on Floor	Unclutter Pick Up	X			
Counter Top	Disinfect	X			
Door, Both Sides	Disinfect Damp Clean	X			
			X		
Floor	Dust Mop	X			
Floor	Wet Mop		X		
Waste Bin	Empty	X			
Bleachers	Dust Mop		X		X
Bleacher	Clean Seats		X		X

For a monthly rate of $3,850

Coversheet

Renaissance Renewal Agreement

Section: IV. Action Items
Item: I. Renaissance Renewal Agreement
Purpose: Vote
Submitted by: Damon Edwards
Related Material: Q2788476_Detail By Account.pdf
US Terms of Service and License short form_Redlined051822.pdf

BACKGROUND:

Accelerated Reader and Schoolzilla are products made by Renaissance. Accelerated Reader is a web-based platform for K-12 schools for monitoring the practice of reading. Schoolzilla is a web based data warehouse platform that pulls in data from various sources and provides real-time dashboards and analyses to our school leaders and staff.

RECOMMENDATION:

Please approve this renewal agreement with a fiscal impact of $31,360.60 in FY 23.

RENAISSANCE®

Quote # 2788476

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Making Waves Academy - 2906698
4123 Lakeside Dr
San Pablo, CA 94806-1942
Contact: Damon Edwards - (510) 262-1511
Email: dedwards@mwacademy.org

Reference ID: 542002

Quote Summary	
School Count: 1	
Renaissance Products & Services Total	$31,809.00
Applied Discounts	$(448.40)
Shipping and Processing	$0.00
Sales Tax	$0.00
Grand Total	**USD $31,360.60**

This quote includes: Renaissance Accelerated Reader, Renaissance Star Reading and Schoolzilla.

To receive applicable discounts, all orders included on this quote must be received at the same time.

By signing below, you

- agree that this Quote, any other quotes issued to you during the Subscription Period and your use of the Applications, the Hosting Services and Services are subject to the Renaissance Terms of Service and License located at https://doc.renlearn.com/KMNet/R62416.pdf which are incorporated herein by reference;
- consent to the Terms of Service and License; and
- consent to the collection, use, and disclosure of the personal information of children under the age of 13 as discussed in the applicable Application Privacy Policy located at https://www.renaissance.com/privacy/.

To accept this offer and place an order, please sign and return this Quote.

Renaissance will issue an invoice for this Quote on the earlier of (a) the date You specify below or (b) the day before Your Subscription Period starts (Invoice Date). If You require a purchase order, You agree to provide one to Renaissance at least 15 days before the Invoice Date. You also agree to pay the invoice within 30 days of the Invoice Date.

Please check here if your organization requires a purchase order prior to invoicing: [ ]

Renaissance Learning, Inc.	Making Waves Academy - 2906698
Ted Wolf	By:
Name: Ted Wolf	Name:
Title: VP - Corporate Controller	Title:
	Date:
	Invoice Date:

Email: electronicorders@renaissance.com

If your billing address is different from the address at the top of this Quote, please add that billing address below.
Bill To:

If changes are necessary, or additional information is required, please contact your account executive Ali Fendall at (310)359-6308, Thank You.

Use your Prop 98 funding to lock in multi-year discounts on the solutions you need.

RENAISSANCE®

Quote # 2788476

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

All quotes and orders are subject to availability of merchandise. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ('TPT'). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

RENAISSANCE®

Quote # 2788476

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote Details

Making Waves Academy - 2906698

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader Subscription	07/01/2022 - 06/30/2023	1,180	$7.35	$(259.60)	$8,413.40
Star Reading Subscription	07/01/2022 - 06/30/2023	1,180	$5.20	$(188.80)	$5,947.20
Schoolzilla Enterprise	07/01/2022 - 06/30/2023	1,180	$10.00	$0.00	$11,800.00
Platform Services					
Annual All Product Renaissance Platform	07/01/2022 - 06/30/2023	1	$750.00	$0.00	$750.00
Data Integration Services					
Custom Data Integration Level 5 Maintenance	07/01/2022 - 06/30/2023	1	$2,500.00	$0.00	$2,500.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	$0.00	$0.00	$0.00
Schoolzilla Renewal Services	07/01/2022 - 06/30/2023	1	$1,950.00	$0.00	$1,950.00
	Making Waves Academy Total			**$(448.40)**	**$31,360.60**

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RENAISSANCE®

Terms of Service and License
Renaissance Learning, Inc.

These Terms of Services and License ("Terms") govern Your access to and use of the Products. The exact Products are described in Your Quote, which is also a part of these Terms.

1. **Definitions.** Capitalized words have special meaning and are defined below.

2. License to Products

2.1 We grant You a license to access and use the Products, if You agree to these Terms. Some Products such as Star Reading, myIGDIs and Accelerated Reader must be used in Your buildings ("In-School Products"). Other Products such as Freckle and myON Reader) may be used outside of school ("Anywhere Products").

2.2 We will also host the Products ("Hosting Services"), which You may access via the Internet.

2.3 Who May Use the Products and Where.

a. In-School Products. Your students, including Homebound Students, faculty and staff may use the Products with assessment tools in Your buildings, unless we agree in advance that In-School Products may be used in other locations.

b. Anywhere Products. Your students, faculty and staff may use Content Products anywhere that they may access them.

c. SmartStart. You will have access to Renaissance SmartStart, a free on-demand, in-product training program that includes resources to help Your faculty and staff use Your Products.

d. Access. Your access starts on the date shown in Your Quote. Access will be for all the Products in Your Quote and will run through the end of the Term. Because we need to protect ourselves (and You), we may stop Your access, if we see a threat from a hacker, virus or other cyber-attack.

e. Student Capacity. The maximum number of Your students authorized to use the Products during the Subscription Period is identified in Your Quote. You may increase that number, during the Subscription Period, provided we agree to do so in writing.

2.4 Account Set Up.

a. We will create Your administrator account and give You access, along with Your identification number, password, encryption key, and any other access codes. You should safeguard this information.

b. We will also help You load Your Data. You remain responsible for creating user names and passwords for Your students, faculty and staff. You agree not to transfer or sell this login information to anyone other than the intended user at Your institution.

2.5 Your Hardware, Other Software and Services. Our Products should work well with most of Your hardware, and other software and services that You use ("Third-Party Services"). We work with You to try and configure Your Products to work with Third-Party Services, but we cannot guarantee that Third-Party Services will operate correctly or that the Third-Party Services will be available during Your Term.

2.6 Maintenance. We may need to update Your Products to maintain their performance. These Terms apply.

3. Professional Services

3.1 Professional Services. If identified in Your Quote, Renaissance-provided Professional Services will be governed by these Terms, including **Exhibit B**.

3.2 Deliverables and Ownership. We own all Deliverables created as part of Renaissance-provided Professional Services. However, You may use all Deliverables during Your Subscription Period; Your use is non-transferable, non-sublicensable and non-exclusive.

4. **Fees.** You agree to pay us the amount in the Quote ("Fees") within 30 days of our invoice unless we agree in advance on alternate payment terms. Amounts not paid within that time (and, not subject to a good faith dispute), bear interest from the time payment was due until the time paid, at the higher rate of (a) 1% per month compounded monthly, or (b) the highest rate allowed by law in Your state. You also agree that no terms or conditions in Your purchase order (or other order documentation) form override these Terms. If You do not pay Your Fees, You are materially breaching these Terms and Your access to the Products will end.

5. Term; Termination; Effect of Termination

5.1 Term. These Terms start on the first date written in Your Quote and continue until the end of Your Subscription Period (the "**Term**").

5.2 Termination.

a. For Breach. A party that receives written notice of a material breach has 30 days to cure the breach. If the breach is not cured, the notifying party may terminate these Terms by giving written notice. We will refund Your Fees on a prorated basis through the end of Your Term.

b. For Bankruptcy. Either party may terminate these Terms immediately upon the other party's filing of an application for bankruptcy, whether voluntary or involuntary.

5.3 Effect of Expiration or Termination; Survival.

a. Access. Once Your Subscription Period is over, your access to Your Products will terminate, unless we have agreed in advance to continue our relationship.

b. Survival. Some provisions in these Terms naturally survive termination in Your jurisdiction. You agree that Sections 5.3, 6-10 and 12 survive termination.

6. Intellectual Property Rights; Ownership

6.1 As part of Your Subscription, You are authorized to use our trademarks, copyrights and patents. You own Your Data, and as part of Your Subscription, You grant us a non-exclusive, royalty free, worldwide license to use, store, edit, re-format Your Data in order for the Products to function.

6.2 To avoid any doubt, we are not expressly or implicitly granting you any other rights, license, release, covenant or immunities, including by estoppel, to the Products.

7. **Confidentiality.** You and Renaissance agree to take reasonable steps to keep each other's Confidential Information secret and not to disclose it to, or allow it to be used by, anyone who does not work for one of us. You also agree to treat our Confidential Information as if it was Yours; and, we will treat Your Confidential Information as if it was ours.

8. Data Protection and Security.

8.1 Data You Need to Avoid. Your Products are not meant for data not related to academics and assessments. Accordingly, You agree that You will not provide to us any social security numbers, financial account numbers, protected health information, driver's license information, passport or visa number, or credit card information.

8.2 Data Protection. The security of Your Data is important to us and is governed by the provisions of our Data Protection Addendum which can be found here https://doc.renlearn.com/KMNet/R62068.pdf; the privacy of Your Data is governed by our Privacy Notice which can be found here https://doc.renlearn.com/KMNet/R60990.pdf or as Renaissance and You may agree separately, or as required by law. We may need to access Your account and any data contained within that account in the event You submit a support request. Any such access will be governed by the Privacy Notice.

9. Indemnification

9.1 Renaissance Indemnification. We agree to indemnify You against any Action alleging that Your use of the Products infringes a United States copyright, trademark, or patent. You agree that our indemnification will be limited to paying the amount stated in a final non-appealable judgement or a mutually acceptable settlement agreement. You also agree that we are not responsible for any Action against You relating to: (i) modification of Products by, or directed by, You; (ii) Your continued alleged infringement after being notified; (iii) any third-party software or services; or, (iv) Your use of the Products outside of these Terms. If the Products are enjoined from use, in a final non-appealable decision, we may, at our sole expense and option: (i) negotiate a license for Your continued use of the Products; (ii) replace or modify the Products with non-infringing Products; or, (iii) terminate Your access to the Products, subject to Your right to terminate. We also reserve the right to modify the Products to avoid potential infringement. We agree to defend, indemnify, and hold Making Waves Academy, it's Board, officers, directors, employees, contractors and agents harmless from and against any Loss resulting from any Action arising from or related to Renaissance's breach or violation of these Terms, its Privacy Notice, Data Protection Addendum or applicable California or federal law or regulation.

9.2 Your Indemnification. Making Waves Academy agrees to defend, indeminify, and hold Renaissance harmless from and against any Loss resulting from any Action arising from or related to Making Waves Academy's breach or violation of these Terms or applicable California or federal law or regulation.

9.3 Indemnification Procedure. Renaissance and You agree: (a) to promptly notify the other in writing of any Action; (b) to provide exclusive control and discretion to the indemnifying party (including choice of counsel and settlement authority); (c) to cooperate (at indemnifying party's expense) with reasonable requests in support of the defense against any Action; and, (d) to refrain from agreeing to and/or acknowledging (i) liability regarding the Products and/or (ii) validity, enforceability or infringement of any Intellectual Property Right asserted against the Products.

9.4 Sole Remedy. The indemnity provided in this section shall be Your sole and exclusive remedy regarding Actions based on third-party Intellectual Property Rights.

10. Limitation of Liability and Disclaimer of Warranties

10.1 PRODUCTS ARE "AS IS"; NO WARRANTY THAT THEY WILL BE UNINTERRUPTED, SECURE, OR ERROR FREE OR THAT POSSIBLE DEFECTS WILL BE CORRECTED; AND; WE SPECIFICALLY DISCLAIM ANY REPRESENTATIONS OR WARRANTIES, EXPRESS, IMPLIED, OR STATUTORY, REGARDING THEM, INCLUDING ANY IMPLIED WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, NON-INFRINGEMENT, TITLE OR ANY ARISING FROM COURSE OF DEALING OR PERFORMANCE.

10.2 Limitation of Liabilities.

Provided the laws of Your State permit it, You agree:

a. to limit our liability to direct damages, specifically excluding liability for any other damages;

b. to cap our aggregate liability arising out of these Terms to the lesser of (i) Your Fees; or, (ii) $100,000;

c. that we have no responsibility for Third-Party Services;

d. to limit our liability with respect to Professional Services or Deliverables to correction of such Professional Services or Deliverables. If correction is impractical, we will refund the pertinent Fees;

e. that the fees and rights granted to each party, along with the allocation of risk in these Terms reflect the

economic basis of the parties' relationship. Absent the economic basis, these Terms would not have been made.

11. Force Majeure. If You or we need to delay (or, fail) to perform an obligation under these Terms due to an act of God or a natural disasters ("Force Majeure"), we will avoid a potential breach by: (a) promptly notifying the other Party in writing of the Force Majeure; (b) using reasonable efforts to mitigate delay or failure; and, (c) promptly resuming performance after the Force Majeure.

12. Miscellaneous

12.1 Compliance with Applicable Laws. You agree to comply with all applicable laws in connection with Your use of our Products. Specifically with regards to Your use of our Star CBM and Lalilo by Renaissance products optional fluency voice recording feature, you agree to comply with applicable state voice recording statutes.

12.2 Entire Agreement. These Terms constitute the entire agreement between Renaissance and You and supersede all previous agreements. Any changes to these Terms must be in writing and signed by both parties.

12.3 Severability. If a provision of these Terms is held to be invalid or unenforceable, the remaining provisions shall continue to be valid and enforceable as if such provision had not been set forth herein. You and we agree to substitute a valid provision, most closely approximating the intent of the severed provision.

12.4 Waiver. If a party fails to exercise a right (or insists on strict compliance by the other of an obligation) under these Terms, the other may still exercise such right (or insist on compliance). Also, waiver by one party of a particular default by the other is not a continuing waiver that impairs the aggrieved party's rights to subsequent default.

12.5 Working Through Issues and Governing Law. If we have a misunderstanding or disagreement, You agree to meet with us to try and work it out. While we hope we can work it out amongst ourselves, if we cannot, then we can use Your state's laws and system to guide us.

12.6 Notices. Notices under these Terms shall be in writing and shall be deemed received when delivered (a) in-person, (b) via the USPS, postage prepaid, (c) via UPS, FedEx or DHL, or (d) via e-mail, with receipt of confirmation of delivery, addressed to the addresses set forth in the Quote.

12.7 Assignment. The rights and obligations of either party under these Terms may be transferred only with the prior written consent of the other party, except that we reserve the right to assign without restriction to an entity that acquires substantially all of our stock, assets, or business. Upon valid transfer, these Terms inure to the benefit of, and bind, the successors, assigns, heirs, executors and administrators of the parties.

12.8 Relationship of the Parties. The parties are independent contractors, having no other business affiliation. Neither party may assume or create any obligation nor make any representation or warranty on behalf of the other Party. There are no third-party beneficiaries to these Terms.

12.9 Limitation of Action. Any action by You in connection with these Terms must be brought (a) within two years after the cause of action arose or (b) such longer period of time as required by applicable law.

12.10 Duplicates. These Terms may be signed separately by the parties and the signature pages combined to create an original. Authorized electronic signatures are valid. Digitized copies of an original copy of these Terms shall be treated as an original for all purposes.

12.11 Export Law Assurances. You may not use or export the Products except as authorized by U.S. law. In particular, You agree not to export the Products (i) into (or to a national or resident of) any U.S. embargoed country (ii) to anyone on the U.S. Treasury Department's list of Specially Designated Nationals or the U.S. Department of Commerce's Table of Denial Orders. By using the Products, You represent and warrant that You are not located in, under control of, or a national or resident of any such country or on any such list.

12.12 Representations. Each party represents and warrants that it is duly authorized to enter into these Terms.

12.13 Equitable Rights. Each party acknowledges that a breach (or threatened breach) of Section 6 (Intellectual Property Rights; Ownership) or Section 7 (Confidentiality) may cause the non-breaching party irreparable damage, entitling it to seek equitable relief, in addition to any other remedy, without posting bond.

13. Insurance.

Without in anyway limiting Renaissance's liability pursuant to these Terms, Renaissance will maintain policies of workers compensation, automobile liability, general liability, professional liability and errors and omissions applying to the Products provided by Renaissance to Making Waves Academy for the entire duration of the Subscription Period. If any policies are written on a claims-made form, Renaissance agrees to maintain such coverage continuously throughout the Subscription Period and, without lapse, for a period of at least one year beyond the expiration of the Subscription Period, such that should occurrences during the Subscription Period term give rise to claims made after expiration of the Subscription Period, such claims shall be covered.

Such insurance shall have a minimum combined single limit of liability of no less than one million dollars ($1,000,000) per occurrence and a general aggregate limit of at least two million dollars ($2,000,000). Such insurance shall be issued by an insurance company or companies authorized to engage in such insurance business in the State of California and rated not less than A-Vill in Best's Insurance Guide. In addition, Renaissance
shall maintain a policy of cyber liability coverage, with a minimum combined single limit of liability of no less than one million dollars ($1,000,000) per occurrence and a

general aggregate limit of at least two million dollars ($2,000,000). Renaissance shall provide thirty (30) days advance written notice to the Making Waves Academy of cancellation, non-renewal or reduction in coverage.

General Liability and Business Automobile Liability policies must provide the following: (1) name as Additional Insured Making Waves Academy, its Board, officers, authorized volunteers, agents, and employees and the Contra Costa County Office of Education; and (2) that such policies are primary insurance to any other insurance available to the Additional Insured, with respect to any claims arising out of these Terms and that such
policies apply separately to each insured against who claim is made or suit is brought.

Upon execution of these Terms and before any payment is due to Renaissance by Making Waves Academy, Renaissance must provide the Making Waves Academy with the certificates of insurance (Accord Form 25-S or equivalent) signed by the insurer's representative, and additional insured policy endorsements in form (CG 20 10 11 85 or its equivalent) as applicable, evidencing all coverages set forth above and shall furnish complete copies of policies promptly upon the Making Waves Academy's request. Renaissance also understands and agrees that the Making Waves Academy may withhold payment for Products or services for any violation of or noncompliance with this Section.

14. Education Code 49073.1
Renaissance shall not use personally identifiable information in pupil records to engage in targeted advertising.

Renaissance shall not use any information in a student educational record for any purpose other than those required or specifically permitted by these Terms or the Data Protection Addendum.

Students may retain possession and control of their own student-generated content and transfer student generated content to a personal account, consistent with the functionality of the Products, by submitting a written request to Making Waves Academy. After receiving written authorization from Making Waves Academy, Renaissance will provide the option to transfer student account data into a family account (to be paid for by the student or parent/guardian separately).

EXHIBIT A

Definitions

"**Action**" means a third-party claim, suit, or arbitration.

"Products" means the commercial software products (including all related intellectual property) being provided to You under these Terms, including, in all cases, executable program modules thereof, as well as related documentation, Content and computer readable media, regardless of how Products are accessed or used. The Products are set forth in the Quote and shall include all Renaissance Product and related content.

"Authorized User" means Your faculty and staff (including administrators and teachers), students accounted for in Your Quote (including Homebound Students) and the parents of such students.

"Confidential Information" means proprietary, technical, and financial information that one of us discloses to the other. Renaissance confidential information includes trade secrets, technology, information related to our business operations, and any technical information related to the Products or Hosting Services.

"Content" means all types of information including, without limitation, books, articles, recordings, documentation, photographs, graphics, video, databases or any other compilations rendered available by Renaissance or accessible through the Products or Deliverables. For the avoidance of doubt, Content includes any and all original expression in any media, as well as any derivations of such original expressions.

"Deliverables" means any work product or materials to be developed or delivered by Renaissance in connection with the Services.

"Homebound Student" means one of Your students that cannot attend school due to conditions adequately substantiated by a provider or authority in Your jurisdiction.

"**Intellectual Property Rights**" means worldwide intangible assets including (a) patents (design, utility or other), patent disclosures, Products and inventions (patentable or not), (b) trade and service marks, trade dress, trade names and domain names, including associated goodwill, (c) original expressions in any fixed medium (registered and unregistered) copyrights and copyrightable works (including Products) and rights in data and databases, (d) trade secrets, know-how and other confidential information, and (e) other intangible assets (registered or unregistered) and (f) Products for, and renewals or extensions of, (a) – (e) and/or similar or equivalent rights or assets.

"**Loss**" means all losses, damages, liabilities, deficiencies, actions, judgments, interest, awards, penalties, fines, costs or expenses of whatever kind, including reasonable attorneys' fees and the cost of enforcing any right to indemnification hereunder and the cost of pursuing any insurance providers.

"Marks" mean any word(s) and/or symbol(s) used alone or in combination as trade names, trademarks, logos and service marks, in all cases, registered or unregistered.

"Privacy Notice" means the applicable Product Privacy Notice located at www.renaissance.com/privacy - we update these from time-to-time to stay current.

"Products" means the commercial educational online software products being provided to You under this Terms of Service & License Agreement. Our products include: Accelerated Reader, Accelerated Math, Star Assessments, Star 360, Star Reading, Star Early Literacy, Star Math, Star Custom, Star CBM, Freckle, myON, myIGDIs and Schoolzilla.

"Professional Services" means those professional services identified in the Quote and further described in **Exhibit B** and any other professional, technical or support services that Renaissance provides to You. Professional Services expire at the end of the Subscription Period.

"Quote" means the quote You and Renaissance signed to provide You access to Your Products during Your Subscription Period.

"Renaissance", "We" or "Us" means Renaissance Learning, Inc., a Wisconsin corporation, and its affiliates, as well as their respective directors, officers, employees, contractors and agents.

"Terms of Service and License" or "Terms" means these Terms of Service and License and the Privacy Policies, as amended by the parties.

"Subscription Period" means the time during which You have access to the Products. The Subscription Period starts on the first date and ends on the last date written in Your Quote, unless these Terms are terminated early by You or us. Then, Subscription Period ends on the date of termination.

"You" means the entity identified in the Quote.

"Your Data" includes: (i) Authorized User rostering information; (ii) Authorized User information or content generated within the Products (ex, scores, assessments, assignments, essays, notes); (iii) Authorized User sign-on information; (iv) student information that You send to Us in connection with a research study request; (v) feedback Your teachers share with Us. Your Data includes both "personally identifiable information" and "personal information" as defined in the applicable Data Protection Legislation. Renaissance considers Your Data to include any information that can be used on its own or with other information to identify Your Authorized Users as individuals.

EXHIBIT B

Additional Terms and Conditions - Professional Services

You agree to the following for any Professional Services ("Training") made available to You either remotely or on-site:

a. To provide facilities that are conducive to adult learning, including a computer, broadband Internet connection and two-way sound for each of Your participants;

b. To participate in a pre-planning meeting with us (at least four weeks for on-site; and, at least three days for remote) before the Training, allowing us to tailor the Training content to the specific needs of Your participants. We will focus our Training on learning outcomes agreed to during the pre-planning meeting. We will also strive to adapt our Training to meet needs raised at the Training;

c. To absorb actual out-of-pocket travel expenses incurred due to Your last-minute rescheduling or cancellation of the Training and to pay a one-time cancellation fee of up to $750;

d. To use any Professional Services within the Subscription Period. Otherwise, You risk losing those services;

e. To our using third parties to assist with Renaissance-provided Professional Services (we will be responsible for ensuring their integrity and compliance with these Terms, as well as their compensation and expenses);

f. To refrain, without our written consent, from recording the Training and from copying any materials or Content.

Coversheet

CDW Cisco Smartnet Annual Renewal Agreement

Section: IV. Action Items
Item: J. CDW Cisco Smartnet Annual Renewal Agreement
Purpose: Vote
Submitted by: Damon Edwards
Related Material: MWA SMARTnet Renewal thru 06-30-23.pdf

BACKGROUND:

Cisco Smartnet support contracts provide technical and hardware warranty support for all network and firewall equipment utilized across the MWA campus.

RECOMMENDATION:

Please approve the CDW quote for Cisco Smartnet subscription renewals with a fiscal impact of $66,458.40 in FY 23.

SMARTnet RENEWAL QUOTE FOR MAKING WAVES ACADEMY
EFFECTIVE COVERAGE CO-TERMED THROUGH JUNE 30, 2023

Please Note: This Quote is valid until April 30, 2022
Quotes Generated On: May 05, 2022

CDW
Account Manager: Austin Romero (Y414)
625 W Adams St
Chicago, IL 60661
(312) 547-2890 phone

CDW Proprietary and Confidential

Contract Type	Contract Number	Quote Number	Service Description	Annual Cost	Prorated Cost	Discounted Cost
ANYSL	204357612	311875332	Subscription ANYSL	$ 807.00	$ 807.00	$ 605.25
FTDMI	201797644	311875332	Subscription FTDMI	$ 87,804.20	$ 87,804.20	$ 65,853.15
Total:				$ 88,611.20		**$ 66,458.40**

Customer is responsible to pay freight charges. Estimated or actual freight charges are not included in quotes (unless specifically stated). This quote excludes sales tax (unless specifically stated).

Acceptance of Terms and Conditions of Sales and Services

By ordering or accepting delivery of Products from Seller or by engaging Seller to perform or to procure Services on behalf of Customer, Customer thereby signifies its agreement with Seller: (i) The terms and conditions provided on this link apply: http://www.cdw.com/content/terms-conditions/default.aspx, except if there is an effective written agreement between the parties applicable to the Transaction, then the terms and conditions governing the Transaction are those contained in such effective written agreement; and (ii) that if Customer delivers or conveys to Seller by any means: (a) any additional terms or conditions; or (b) any terms or conditions that differ in any respect, material or otherwise, from those governing the Transaction, then such terms or conditions will be null and void unless accepted in a writing executed by the authorized signatories of both parties.

SMARTnet RENEWAL QUOTE FOR MAKING WAVES ACADEMY
EFFECTIVE COVERAGE CO-TERMED THROUGH JUNE 30, 2023

Quote Number: 311875332
Contract Number: 204357612
Subscription ANYSL (ANYSL)

Site ID#	Location	Item Name	Description	Service SKU	Serial Number	Instance Id	Quantity	Begin Date	End Date	Annual Cost	Prorated Cost	Discount	Discounted Cost
1028641936	SAN PABLO, CA	L-AC-PLS-LIC=	Cisco AnyConnect Plus Term License, Total Authorized Users	L-AC-PLS-1Y-S2	NMIEJK4RLYL	5.61E+09	150	1-Jul-22	30-Jun-23	$ 807.00	$ 807.00	25%	$ 605.25
									Total:	$ 807.00	$ 807.00		**$ 605.25**

Site ID#	Site Name	Address
1028641936	MAKING WAVES ACADEMY	2925 TECHNOLOGY CT, SAN PABLO, CA, 94806

SMARTnet RENEWAL QUOTE FOR MAKING WAVES ACADEMY
EFFECTIVE COVERAGE CO-TERMED THROUGH JUNE 30, 2023

Quote Number: 311875332
Contract Number: 201797644
Subscription FTDMI (FTDMI)

Site ID#	Location	Item Name	Description	Service SKU	Serial Number	Instance Id	Quantity	Begin Date	End Date	Annual Cost	Prorated Cost	Discount	Discounted Cost
1002824811	SAN PABLO, CA	L-FPR2110T-T=	Cisco FPR2110 Threat Defense Threat Protection License	L-FPR2110T-T-1Y		5.597E+09	2	1-Jul-22	30-Jun-23	$ 5,178.80	$ 5,178.80	25%	$ 3,884.10
1002824811	SAN PABLO, CA	L-FPR2140T-TM=	Cisco FPR2140 Threat Defense Threat and Malware License	L-FPR2140T-TM-1Y		5.597E+09	2	1-Jul-22	30-Jun-23	$ 52,023.40	$ 52,023.40	25%	$ 39,017.55
1018454225	RICHMOND, CA	L-FPR2140T-URL=	Cisco FPR2140 Threat Defense URL Filtering License	L-FPR2140T-URL-1Y		5.61E+09	1	1-Jul-22	30-Jun-23	$ 15,301.00	$ 15,301.00	25%	$ 11,475.75
1018454225	RICHMOND, CA	L-FPR2140T-URL=	Cisco FPR2140 Threat Defense URL Filtering License	L-FPR2140T-URL-1Y		5.61E+09	1	1-Jul-22	30-Jun-23	$ 15,301.00	$ 15,301.00	25%	$ 11,475.75
									Total:	$ 87,804.20	$ 87,804.20		**$ 65,853.15**

Site ID#	Site Name	Address
1002824811	MAKING WAVES ACADEMY	4123 LAKESIDE DR, SAN PABLO, CA, 94806
1018454225	MAKING WAVES ACADEMY	200 24TH ST, RICHMOND, CA, 94804

Coversheet

Fruge Psychological Associates Renewal

Section: IV. Action Items
Item: K. Fruge Psychological Associates Renewal
Purpose: Vote
Submitted by:
Related Material: FPA_Indep_Contractor_Agmt 2022-23_final.pdf
Exhibit A FPA-MWA 2022_23 Rv.pdf

RECOMMENDATION:

I recommend that the Board conditionally approved the FPA agreement and budget agreement that is not to exceed: $587,065, pending final review from our legal team. If there are any substantial changes to the contract, it will be brought back before the board in September.

INDEPENDENT CONTRACTOR AGREEMENT

This Agreement is between **Frugé Psychological Associates, Inc.,** 1300 Clay Street, Suite 600, Oakland, CA 94612 ("Contractor") and **Making Waves Academy Schools**, 4123 Lakeside Drive, Richmond, CA, 94806 ("**MWA**") (collectively, the "**Parties**").

1. Contractor's Services

   a. Contractor agrees to perform the services ("Services") as described in Exhibit A attached, incorporated by reference and made a part of this Agreement, as it may be amended in writing occasionally by the Parties, provided that any amendment is signed by Contractor and a duly authorized representative of MWA.

   b. Contractor may, at Contractor's expense, use employees or other subcontractors to perform the Services under this agreement.

   c. Consistent with this requirement, Contractor may represent, perform services for, or be employed by such additional persons or companies as Contractor sees fit, except to the extent doing so causes Contractor to breach Contractor's obligations under this Agreement or creates a conflict of interest.

2. Fees and Billing

   a. **Specific Services -** agrees to pay Contractor an annual retainer fee for Specific Services as identified in Exhibit A. Clinical Psychology Services shall be paid in 12 equal monthly installments July 1, 2022 - June 1, 2023. Contractor will invoice MWAS on or around the first day of each month for the Clinical Psychology Services. Program Evaluation Services shall be billed in two installments, July 1, 2022 and January 1, 2023. Invoiced amounts are due within fifteen (15) days of receipt of the invoice.

   b. **Additional Services – MWA** agrees to pay Contractor for Additional Services as identified in Exhibit A. Contractor will invoice MWA on or around the first day of each month for the Additional Services provided during the preceding month. Invoiced amounts are due within fifteen (15) days of receipt of the invoice.

3. Expenses

   MWA agrees to reimburse Contractor for all expenses reasonably incurred in performing the Services upon production of supporting receipts and documentation.

4. Term of Agreement

a. This Agreement will become effective as of the date of the last signature. Contractor services will commence on July 1, 2022. Either party may terminate this Agreement by giving thirty (30) days written notice to the other party under the notice provisions set forth below.

b. Upon termination of this Agreement, Contractor will be entitled to payment for Services completed prior to the termination date and reimbursement for expenses incurred prior to the termination date. Thereafter, the Parties will owe each other no further amounts or obligations.

5. Default

If either party fails to perform this Agreement or materially breaches any of its provisions, the non-breaching party may terminate this Agreement by notifying the breaching party. Termination will be effective immediately on receipt of the written notification by the breaching party, or five (5) days after mailing of the notice to the address in the notice provisions below, whichever occurs first. For this section, material breach of this Agreement will include, but not be limited to, MWAS failure to pay for Contractor's Services as agreed within (fifteen) 15 days after receipt of Contractor's written demand for payment under the notice provisions set forth below.

6. Relationship of the Parties

a. Contractor enters this agreement as, and will continue to be, an independent contractor. In no circumstance will Contractor look to MWA as its employer, partner, agent, or principal. Neither Contractor nor any employee of Contractor (which for purposes of this Paragraph will be included in the term "Contractor") will be entitled to any benefits accorded to MWA's employee's, including workers' compensation, disability insurance, retirement plans, or vacation or sick pay. Contractor's exclusion from benefit programs maintained by MWA is a material component of the terms of compensation negotiated by the Parties, and is not premised on Contractor’s status as a non-employee. Contractor also agrees that, consistent with Contractor's independent contractor status, Contractor will not apply for any government-sponsored benefits intended to apply to employees, including, but not limited to, unemployment benefits.

b. Contractor will provide, at Contractor's expense and in Contractor's name, disability, workers' compensation, or other insurance and licenses and permits usual or necessary for performing the Services. Contractor will pay, when and as due, all taxes incurred as a result of Contractor's compensation, including estimated taxes and payroll taxes, and will

provide MWA with proof of payment on demand. Contractor indemnifies MWA for any claims, losses, costs, fees, liabilities, damages, or injuries suffered by MWA arising from Contractor's breach of the provisions of this Paragraph.

c. Contractor and MWA will provide to each other upon request any information reasonably necessary to determine their obligations under this Agreement, to fulfill the purposes of the Services, or to maintain accurate records.

7. Place of Work

Contractor understands that the Services must coordinate with MWA's established protocols and security requirements. Contractor services will be provided at mutually agreed to locations. MWA agrees to provide sufficient, appropriate and exclusive facilities for performance of Contractor's services.

8. Contractor's Representations and Indemnities

a. Contractor represents that it has the qualifications and ability to perform the Services in a professional manner, without the advice, control, or supervision of MWA. Services will be performed in a professional manner. Failure to do so will constitute a material breach of this Agreement. Contractor will be solely responsible for the professional performance of the Services and will receive no assistance, direction, or control from MWA. Contractor will have sole discretion and control of Contractor's services and how they are to be performed.

b. Contractor will and does indemnify, defend, and hold harmless MWA, and its's officers, directors, employees and shareholders, against all claims, demands, losses, costs, expenses, obligations, liabilities, damages, recoveries, and deficiencies, including interest, penalties, and reasonable attorney fees and costs, that MWA may incur or suffer and that result from, or are related to, any breach or failure of Contractor to perform any of the representations, warranties, and agreements in this Agreement.

9. Confidential Information

a. "Confidential Information" means all confidential and/or proprietary information pertaining in any manner to the business of MWA and Contractor, unless:
(i) the information is or becomes publicly known through lawful means;
(ii) the information was part of each party's general knowledge prior to Contractor's relationship with MWA; or
(iii) the information is disclosed to the Parties without restriction by a third party who rightfully possesses the information and did not learn of it from the Parties. This definition includes, but is not limited to, information on the Parties' employees, agents, or divisions. The written, printed, graphic,

or electronically recorded materials furnished by either party for use by the other are proprietary information and property of the furnishing party.

b. The Parties will maintain in confidence and will not, directly or indirectly, disclose or use, either during or after the term of this Agreement, any proprietary information, confidential information, or know-how belonging to the other party, whether or not it is in written or permanent form, except to the extent to perform the Services. MWA acknowledges that the information, training, methodology and tools provided by Contractor is confidential and that MWA has a duty to protect Contractor's stated confidential information. On termination of Contractor's services, or at the request of the Parties before termination, each party will deliver to the other all material in its possession, custody or control relating to Parties' business, including confidential information. The obligations on non-disclosure of confidential information extend to information belonging to customers and suppliers of either party about whom the other party may have gained knowledge as a result of performing the Services.

c. Nothing in this Paragraph 9 should limit any remedy of the Parties under the California Uniform Trade Secrets Act (California Civil Code Section 3426), or otherwise available under law.

10. Arbitration

All disputes between Contractor, including any employees of Contractor, and MWA relating to this Agreement or the Services to be performed under this Agreement (including, but not limited to, claims for breach of contract, tort, discrimination, harassment, and any violation law) ("Arbitrable Claims") will be resolved by arbitration before a neutral arbitrator. The arbitrator will be selected and the arbitration hearing conducted under the Commercial Arbitration Rules of the American Arbitration Association and will take place in Richmond, California, unless otherwise agreed by the Parties. Arbitration will be final and binding upon the Parties and will be the exclusive remedy for all claims covered by this arbitration provision. Either party may sue in court to compel arbitration under this Agreement, to enforce an arbitration award or to obtain temporary injunctive relief pending a judgement based on the arbitration award. Otherwise, neither party will initiate or prosecute any lawsuit, or administrative action, related to any Arbitrable Claim. The California Arbitration Act will govern the interpretation and enforcement of this Section. If any court or arbitrator finds that any term makes this Arbitration Section unenforceable for any reason, the court of arbitrator will have the power to modify such term (or if necessary delete such term) to the minimum extent to make this Arbitration Section enforceable to the fullest extent permitted by law.

THE PARTIES HEREBY WAIVE ANY RIGHTS THEY MAY HAVE TO TRIAL BY JURY IN REGARD TO ARBITRABLE CLAIMS, INCLUDING WITHOUT LIMITATION TO ANY RIGHT TO TRIAL BY JURY AS TO

THE MAKING, EXISTENCE, VALIDITY OR ENFORCEABILITY OF THE AGREEMENT TO ARBITRATE

11. Miscellaneous Provisions

a. Entire Agreement. The terms are intended by the Parties to be the final expression of their agreement regarding subject of this Agreement and may not be contradicted by evidence of any prior or contemporaneous agreement, except as set forth in this Agreement. The Parties further intend this Agreement will constitute the complete and exclusive statement of its terms and that no extrinsic evidence may be introduced in any judicial, administrative, or other legal proceeding involving this Agreement.

b. Amendments. This Agreement will not be varied, altered, modified, changed or amended except by an instrument in writing executed by Contractor and a duly authorized representative of MWA.

c. Severability; Enforcement. If any provision, or the application thereof to any person, place, or circumstance, will be held by an arbitrator of a court of competent jurisdiction to be invalid, unenforceable, or void, the remainder of this Agreement and such provisions as applied to other persons, places, and circumstances will remain in full force and effect, and such provision will be enforced to fullest extent consistent with applicable law.

d. Governing Law. Except as otherwise provided, the validity, interpretation, enforceability, and performance of this Agreement will be governed by and construed under the laws of the State of California.

e. Interpretation. This Agreement will be construed as a whole, according to its fair meaning, and not for or against any party. Captions are used for reference only and should be ignored in interpreting this Agreement.

12. Acknowledgement

The Parties acknowledge that:

a. they have each consulted with independent counsel of their choice concerning this Agreement and have done so to the extent they deem necessary, and

b. they each have read and understand the Agreement, fully know of its legal effect, and have entered it voluntarily and freely based on their own judgement and not on any promises of representations other than those contained in the Agreement.

MAKING WAVES ACADEMY

By _____ _____
Alton B. Nelson, Chief Executive Officer Date
4123 Lakeside Drive
Richmond, CA 94806
510.262-1511
510.262-1518 fax

FRUGÉ PSYCHOLOGICAL ASSOCIATES, INC.

By _____ _____
Dr. Shawn L. Frugé, Chief Executive Officer Date
1300 Clay Street, Suite 600
Oakland, CA 94612
888.345.0934 Ext. 704
510.596.1735 fax

EXHIBIT A

I. Name of Project: Making Waves Academy

II. Performance Period: July 1, 2022 – June 30, 2023

III. Specific Retainer Services to be provided by Contractor

Clinical Psychology Services for MWA-MS and MWA-US

- Crisis Intervention
- Crisis Management
- Group Psychotherapy/Counseling
- Assessment
- Individual Psychotherapy
- Consultation
- Case Management
- Psycho-education
- Referral Triage and Coordination

Program Evaluation of Clinical Services for MWA-MS and MWA-US

- Performance Metric Creation
- Database Creation
- Data Analysis
- Summary Report/ Power Point (end-of-year)

IV. Specific Retainer Service Delivery Hours to be Provided by Contractor:

- 2,170 hours of Clinical Psychology Services for MWA-MS
- 1,785 hours of Clinical Psychology Services for MWA-US
- 40 hours for Program Evaluation for MWA-MS
- 40 hours for Program Evaluation for MWA-US

V. Additional Services

a. Summer School Clinical Services are not included in the Retainer. They are approved at the discretion of the CEO. These services will not exceed $26,000.

b. Professional Development Services such as, Training, Workshops, and Professional Consultation are not included in the Retainer and are approved at the discretion of the COO or CEO. These services will be billed separately at an hourly rate of $156 - $260 per hour.

VI. Retainer Service Fee and Total Cost

All ongoing services on the delivery schedule will take place across a 12-month period. The Monthly Retainer Fee for Clinical Psychology Services is $47,188.75. The first installment for Program Evaluation Services is $10,400.00 on July 1, 2022. The second installment for Program Evaluation Services is $10,400.00 on January 1, 2023. The total cost for all retained services are $587,065.00.

THIS "EXHIBIT A" IS INCORPORATED BY REFERENCE IN THE INDEPENDENT CONTRACTOR'S AGREEMENT DATED _____ ____, 2022 AND MADE A PART THEREOF.

Contractor: _____

MWA: _____

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Coversheet

RT Fisher Renewal

Section: IV. Action Items
Item: L. RT Fisher Renewal
Purpose: Vote
Submitted by:
Related Material: RTF_MWA_22-23_Proposal of Servicesv36_6_22 (002).pdf

R.T. Fisher
Educational Enterprises, Inc.

To: Alton Nelson, Chief Executive Officer
Making Waves Academy
From: Robyn Fisher, President/CEP
RTFisher Educational Enterprises, Inc. (RTF)
Date: June 6, 2022
RE: Revised 22-23 Proposal of Services

PROJECT OVERVIEW

Thank you for inviting RTFisher Educational Enterprises, Inc (RTF) to submit a proposal of services to provide a comprehensive suite of program evaluation and consultative services to support MWA's academic intervention support services team. The timeframe for proposed activities and deliverable is July 1, 2022 - June 30, 2022.

RTF distinguishes itself from other professional development and consulting organizations by taking a systemic and systematic capacity building approach. The organization was built on the belief that to increase student achievement, all levels of the educational and community support system have an important role. Organizational leaders, site principals, classroom teachers, and community support organizations must work together and be supported in gaining the skills, knowledge, and tools to be solidly prepared to do the work. These supports provide educational communities with ongoing implementation to ensure sustainable student academic achievement.

Specifically, R.T. Fisher Educational Enterprises, Inc is in the business of, and has considerable expertise in, developing and implementing academic development intervention programs for a variety of educational entities. Our staff has significant experience working with schools, districts, families, government, private, and non-profit entities from a variety of backgrounds throughout the greater Bay Area and California. RTF has designed intervention services for Berkeley Unified School District, Hayward Unified School District, Making Waves Academy, San Lorenzo Unified School District, Making Waves Academy, California GEAR UP (37 school sites over four California Regions), the Stanford Medical Youth Science Program, Summer Math and Science Honors Program, Summer Accelerated Math Academy, CSU Chancellors' Office Algebra Academies, I3 SLOPE project, 9 out of the 18 Alameda County Unified School Districts, East Side Union High School District, and West Contra Costa County Unified School District.

R.T. Fisher Educational Enterprises, Inc.

PROPOSED ACTIVITIES, DELIVERABLES, TIMELINE and COSTS

With consultation and under the direct supervision of the appropriate District designee(s), RTF/AAREA proposes to provide the following services:

ACTIVITIES	DELIVERABLE(S)	TIMELINE	ESTIMATED COSTS
Initial discussion with the academic leadership team and interventionist on goals, measures, and approaches for the year with respect to intervention • 70% focus on 5th-6th grade intervention support • 30% focus on what intervention support looks like in replacement of ASES	Observation GUIDES or RUBRICS to use for observations and walk-throughs for classroom instruction and for targeted intervention support A known and vetted set of intervention best practices introduced to be used for observation purposes.	August 2022	$10,000 Includes preparation for facilitated conversation; design, vetting and production of customized grade level observation guides; development of written action/implementation plan
Site Visit #1 to observe intervention in action, general education classes using intervention strategies • Debrief with members of the intervention and academic leadership team	Documentation and reporting of observations and findings	October 2022	$15,000 Includes observation preparation; up to 3 RTF team members over a 2-day period observing in all 5th – 9th grade classrooms; post-observation debrief; follow up write-up
Site Visit #2 to observe intervention in action, general education classes using	Documentation and reporting of observations and findings	February 2023	$22,500 Includes observation preparation; up to 3 RTF

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R.t. Fisher Educational Enterprises, Inc.

intervention strategies • Debrief with members of the intervention and academic leadership team			team members over a 3-4 day period observing in all 5th – 9th grade classrooms; post-observation debrief; follow up write-up
Site Visit #3 to observe intervention in action, general education classes using intervention strategies • Debrief with members of the intervention and academic leadership team	Documentation and reporting of observations and findings	April 2023	$15,000 Includes observation preparation; up to 3 RTF team members over a 2-day period observing in all 5th – 9th grade classrooms; post-observation debrief; follow up write-up
Final academic year meeting with the intervention team and senior leadership to debrief the year – successes, challenges, wonderings. Intervention team shares with RTF team their own analysis of the data collected during the school year.	Final report documenting overall process, observed, or evidenced best practices and successes, areas to consider for growth and further development (high impact strategies or training opportunities)	June 2023	$20,000 Includes final session preparation; up to 3 RTF team members facilitating /supporting the final meeting session (grade level breakout sessions); final report with recommendations

The estimated cost for these services is **$82,500.** This fee includes observation teams, pre- and post- data and report management, and technical support.

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R.T. Fisher
Educational Enterprises, Inc.

PROJECT REPORTING

Quarterly project updates and/or status reports will be provided upon request or by an agreed upon schedule upon development of the detailed project plan. RTF will provide a detailed final report to include program recommendations to the appropriate staff as requested. The final report will be delivered within 30 days after the conclusion of the program.

ABOUT R.T. FISHER EDUCATIONAL ENTERPRISES, Inc.

RTF is an educational and public outreach firm offering a comprehensive array of state and national services geared toward the creation, development and implementation of educational programs strategically designed to enhance learning and success. The firm's areas of expertise include educational preparedness, curriculum design, training and public outreach. As a result, RTF is able to provide its clients with a comprehensive approach, employing a wide variety of strategies and tactics as needed

Specifically, R.T. Fisher Educational Enterprises, Inc is in the business of, and has considerable expertise in, developing and implementing academic intervention programs for a variety of educational entities. Our staff has personal and professional experience working with schools, districts, families, government, private, and non-profit entities from a variety of backgrounds throughout the greater Bay Area and California. RTF has designed intervention services for San Lorenzo Unified School District, Making Waves Academy, California GEAR UP (37 school sites over four California Regions), the Stanford Medical Youth Science Program, Summer Math and Science Honors Program, Summer Accelerated Math Academy, CSU Chancellors' Office Algebra Academies, I3 SLOPE project, 9 out of the 18 Alameda County Unified School Districts, East Side Union High School District, and West Contra Costa County Unified School District.

Additionally, RTF is uniquely qualified to assist with the design, develop, and facilitation of comprehensive strategic planning and accompanying professional learning processes as demonstrated by the following activities:

- CAPP Intervention Specialists Certification Program – 2021-22
- BUSD Mitigation of Learning Loss Plan of Action – 2020-2022
- HUSD Mitigation of Learning Loss Plan of Action – 2020-22
- SCUSD African American Task Force Committee – 2018-22
- SCUSD Board of Directors Professional Learning Opportunities – 2018-22
- UC Davis College Options Team Retreat – 2015
- UC Davis SAMC Strategic Planning Session – November 2014 and February 2016
- UC Davis Student Affairs Leadership Strategic Planning Retreat – July 2014

- California Academic Partnership Program Advisory Board Retreat – July 2012
- ICC Retreat Facilitation – January 2012
- UCOP Educational Partnerships Retreat – September 2012
- UCOP P-20 Retreat Facilitation – March 2011
- California State Gear UP Community Conference – March 2011
- California Legislative Black Caucus – June 2007
- UCOP – UCE Community Educators' Institute. June 2007
- MESA – Recruitment Strategies Workshop. Summer 2007
- The College Board – A Dream Deferred: The Future of African American Education in California. June 2005, May 2006, May 2007
- UC EAOP – Recruitment Strategies Workshop. October 2006.
- California GEAR UP Continuing Schools Project. November 2004 & 2005 and February 2005 and March 2005.
- California Student Opportunity and Access Program (Cal-SOAP) Staff Training Conference. January 2003

R.T. Fisher Educational Enterprises, Inc. is committed to providing Making Waves Academy with exemplary services and greatly appreciates the opportunity to continue our work together. If you have questions about this proposal and/or require additional information, please contact Robyn Fisher at (510) 614-3000 or email Robyn@rtfisher.com to discuss more specific options and needs and to develop a program to meet your requirements.

Coversheet

CharterSAFE Proposal 2022-2023

Section: IV. Action Items
Item: M. CharterSAFE Proposal 2022-2023
Purpose: Vote
Submitted by: Fe Campbell
Related Material:
Making Waves Academy.1095.CharterSAFEProposal2223.06-01-2022.pdf

BACKGROUND:

This proposal reflects continued services that MWA will utilize as part of the limited CharterSafe membership for coverage effective 7/1/22 through 7/1/23.

RECOMMENDATION:

Your approval of this proposed agreement will allow MWA to continue utilizing important CharterSafe services, including but not limited to, Workers' Compensation, Mandatory Trainings, Labor Law Posters, Risk Management Resources, and more.

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CharterSAFE

BE SAFE • FEEL SAFE

2022-2023 Membership Proposal

Prepared for:

Making Waves Academy

Coverage Effective:

July 01, 2022 at 12:01 AM - July 01, 2023 at 12:00 AM

California Charter Schools Joint Powers Authority
P.O. Box 969, Weimar, CA 95736
Phone: 888.901.0004 Fax: 888.901.0004
www.chartersafe.org

Issued: June 01, 2022 at 3:20 am

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

Dear Hung,

CharterSAFE is pleased to present your membership renewal for the 2022-2023 year. Your membership includes the following:



For a more detailed listing of our member services, please contact Bettina Hooper, Managing Director, Member Services and Operations, at bhooper@chartersafe.org or (916) 880-3470.

All of CharterSAFE's coverage placements are with insurance companies that have a financial rating with A.M. Best of A- (Excellent), financial size category VII ($50M policyholder surplus minimum) or higher or are placed with an approved California scholastic joint powers authority.

REQUIRED SIGNATURES:

To bind coverage, you must login to the CharterSAFE web portal at www.chartersafe.org and complete and sign the following:

1. Member renewal acceptance

We look forward to working with you in the 2022-2023 year!

Thank you,

The CharterSAFE Team

CharterSAFE

2022-2023 CLAIMS AND INCIDENT REPORTS GUIDELINES

Member schools must notify CharterSAFE by submitting an online report, as soon as practicable, of an occurrence, accident, injury, claim, suit or circumstances that may reasonably result in a claim or suit. A delay in reporting could lead to a denial of coverage.

For your protection, claims will not be accepted by phone, email, or fax.

CLAIMS FILING PROCESS ON THE WEB PORTAL

- Go to www.chartersafe.org and log in.
- If you need to reset your login credentials, please reach out to your CharterSAFE Representative: Dan Berry at dberry@chartersafe.org.
- Hover over the "Claims" tab, choose "Submit a Claim" and our website will prompt you with a series of questions to help you determine the appropriate claim form to submit.
- Complete the online questions and select the "Submit" icon at the bottom. After submission, you will receive a confirmation email with information regarding next steps.

CLAIMS RESOURCES AND FORMS

- Hover over the "Claims" tab, choose "Resources and Forms" and you will find all supporting documents you might need when filing a claim or incident report, such as:
  - Student Accident Claim Packet (English and Spanish)
  - Volunteer Accident Claim Packet (English and Spanish)
  - Statement of No Insurance
  - Workers' Compensation Claim Form (DWC-1)
  - Employee Fact Sheet
  - Kaiser on the Job Clinics
  - Employee Injury Card

For any claim reporting questions, please contact Dennis Monahan, Managing Director, Claims, at (619) 878-6221 or email dmonahan@chartersafe.org.

CharterSAFE • Protecting Schools. Promoting Safety. Customizing Insurance.

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MEMBER CONTRIBUTION SUMMARY

Making Waves Academy

Coverage Effective: July 01, 2022 at 12:01 AM - July 01, 2023 at 12:00 AM

Your CharterSAFE Insurance Program includes the following coverages:

Workers' Compensation & Employer's Liability Member Contribution	**$210,855.00**
Combined Member Contribution	**$210,855.00**
COVID-19 REBATE: Rebate will be applied either by: 1. Payment in Full - applied to your full payment due 2. Installment Plan - applied to the deposit	**$8,434.00**
Total Member Contribution (COVID-19 Rebate Applied) Member can choose one of two payment options when accepting the proposal online	**$202,421.00** **Payment in Full - $202,421.00** **Installment Plan** • Deposit (25%) - Due Now - $44,280.00 • 9 Monthly Installments - $17,571.00

Refer to the CharterSAFE Invoice for details and instructions on payment by ACH Debits

Invoices shall become delinquent thirty (30) calendar days from installment due date. CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.

Proposal Acceptance: Go to www.chartersafe.org and sign on to complete the renewal acceptance.

By signing online, I, representing the Named Member in this proposal, acknowledge that I have read the complete proposal and agree to the terms outlined within.

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

Mailing Address

4123 Lakeside Drive
Richmond, CA 94806

EXPOSURES & LOCATIONS

Member contributions are calculated based on the following exposures:

Payroll

Location Address(es)	Payroll
Making Waves Academy 4165 Lakeside Drive Richmond, CA 94806	$0.00
Making Waves Academy 4123 Lakeside Drive Richmond, CA 94806	$3,012,450.00
Making Waves Academy 4131 Lakeside Drive Richmond, CA 94806	$2,773,103.00
Making Waves Academy 4145 Lakeside Drive Richmond, CA 94806	$3,034,678.00
Making Waves Academy 4155 Lakeside Drive Richmond, CA 94806	$3,200,002.00
Making Waves Academy 4175 Lakeside Drive Richmond, CA 94806	$2,502,260.00
Making Waves Academy 4285 Lakeside Drive Richmond, CA 94806	$2,752,190.00
4075 Lakeside Drive Richmond, CA 94806	$0.00
Total:	**$17,274,683.00**

WORKERS' COMPENSATION & EMPLOYER'S LIABILITY

Coverages	Limits	Deductibles
Workers' Compensation	Statutory	$0
Employer's Liability	$5,000,000 per Accident $5,000,000 by Disease per Employee $5,000,000 by Disease Policy Limit	$0

Auditable:

The estimated payroll figure will be audited at the end of each coverage period. CharterSAFE will request copies of the 941 Federal Quarterly Reporting Forms on a quarterly basis to verify the payroll figure. If the estimated payroll figure has been overestimated, a refund will be issued. If the estimated payroll figure has been underestimated, an invoice for the additional amount due will be issued.

Coversheet

CIF Ratification Form

Section: IV. Action Items
Item: N. CIF Ratification Form
Purpose: Vote
Submitted by: Jeff Hazel
Related Material: CIF Ratification Form for 2022-23.pdf

BACKGROUND:

Each year we have to submit the CIF Ratification form detailing who can be Making Waves Academy's voting representatives at CIF, NCS and BAC meetings for the school year. This form is for the 2022-23 school year.

RECOMMENDATION:

Approve

2022-2023 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 28, 2022.**

Making Waves Academy School District/Governing Board at its 6/16/2022 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2022-2023 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Making Waves Academy
NAME OF REPRESENTATIVE Alton Nelson POSITION CEO/Principal
ADDRESS 4123 Lakeside Drive CITY Richmond ZIP 94806
PHONE 510-262-1511 FAX 510-262-1518 E-MAIL anelson@mwacademy.org

****

NAME OF SCHOOL Making Waves Academy
NAME OF REPRESENTATIVE Jeff Hazel POSITION Athletic Director
ADDRESS 4123 Lakeside Drive CITY Richmond ZIP 94806
PHONE 510-262-1511 FAX 510-262-1518 E-MAIL jhazel@mwacademy.org

****

NAME OF SCHOOL Making Waves Academy
NAME OF REPRESENTATIVE Alonso Rivera POSITION Asst Athletic Director
ADDRESS 4123 Lakeside Drive CITY Richmond ZIP 94806
PHONE 510-262-1511 FAX 510-262-1518 E-MAIL arivera@mwacademy.org

****

NAME OF SCHOOL
NAME OF REPRESENTATIVE POSITION
ADDRESS CITY ZIP
PHONE FAX E-MAIL

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name _____ Signature _____

Address _____ City _____ Zip _____

Phone _____ FAX _____

PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.

SEE FOLLOWING PAGE FOR CIF SECTION OFFICE CONTACT INFORMATION.

Coversheet

Updated: Bell Schedule 2022-2024

Section: IV. Action Items
Item: P. Updated: Bell Schedule 2022-2024
Purpose: Vote
Submitted by:
Related Material: All Grades MWA Bell Schedule_2022-2024_05172022.pdf

Grades 5-6 Bell Schedule

Regular Bell Schedule

(M/W)

Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:00	30	Advisory
9:05	10:25	80	Period 1
10:30	11:15	45	Flex Period
11:15	11:50	35	Lunch
11:55	1:15	80	Period 2
1:20	1:30	10	Break
1:35	2:55	80	Period 3

(T/Th)

Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:00	30	Advisory
9:05	10:25	80	Period 4
10:30	11:15	45	Flex Period
11:15	11:50	35	Lunch
11:55	1:15	80	Period 5
1:20	1:30	10	Break
1:35	2:55	80	Period 6

Friday

Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:15	45	Period 1
9:20	10:05	45	Period 2
10:05	10:45	45	Period 3
10:45	11:15	30	Brunch/Lunch
11:20	12:05	45	Period 4
12:10	12:55	45	Period 5
12:55	1:05	10	Break
1:10	1:55	45	Period 6

Friday Community Building (by request)

Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:05	35	Period 1
9:10	9:45	35	Period 2
9:50	10:25	35	Period 3
10:25	10:55	30	Brunch/Lunch
11:00	11:35	35	Period 4
11:40	12:15	35	Period 5
12:20	12:55	35	Period 6
1:00	1:55	55	Community Building

4 Day Weeks (Monday-Thursday)

Monday & Wednesday

Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:00	30	Advisory
9:05	10:25	80	Period 1
10:30	11:15	45	Flex Period
11:15	11:50	35	Lunch
11:55	1:15	80	Period 2
1:20	1:30	10	Break
1:35	2:55	80	Period 3

Tuesday & Thursday

Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:00	30	Advisory
9:05	10:25	80	Period 4
10:30	11:15	45	Flex Period
11:15	11:50	35	Lunch
11:55	1:15	80	Period 5
1:20	1:30	10	Break
1:35	2:55	80	Period 6

4 Day Weeks (Tuesday-Friday)

(T/Th)

Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:00	30	Advisory
9:05	10:25	80	Period 1
10:30	11:15	45	Flex Period
11:15	11:50	35	Lunch
11:55	1:15	80	Period 2
1:20	1:30	10	Break
1:35	2:55	80	Period 3

W

Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:00	30	Advisory
9:05	10:25	80	Period 4
10:30	11:15	45	Flex Period
11:15	11:50	35	Lunch
11:55	1:15	80	Period 5
1:20	1:30	10	Break
1:35	2:55	80	Period 6

Friday

Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:00	30	Advisory
9:05	10:25	80	Period 4
10:25	10:35	10	Break
10:35	11:55	80	Period 5
11:55	12:20	25	Lunch
12:30	1:50	80	Period 6

Grades 7-12 Bell Schedule

Grades 7-12 Bell Schedule

Monday & Wednesday

Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:00	30	Advisory
9:05	10:35	90	Period 1
10:35	10:50	15	Break
10:55	12:25	90	Period 2
12:25	1:00	35	Lunch
1:05	1:55	50	Flex Period
2:00	3:30	90	Period 3

Tuesday & Thursday

Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:00	30	Advisory
9:05	10:35	90	Period 4
10:35	10:50	15	Break
10:55	12:25	90	Period 5
12:25	1:00	35	Lunch
1:05	1:55	50	Flex Period
2:00	3:30	90	Period 6

Friday

Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:20	50	Period 1
9:25	10:15	50	Period 2
10:15	10:25	10	Break
10:30	11:20	50	Period 3
11:25	12:15	50	Period 4
12:15	12:45	30	Lunch
12:50	1:40	50	Period 5
1:45	2:35	50	Period 6

Friday Community Building

Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:10	40	Period 1
9:15	9:55	40	Period 2
9:55	10:05	10	Break
10:10	10:50	40	Period 3
10:55	11:35	40	Period 4
11:35	12:05	30	Lunch
12:10	12:50	40	Period 5
12:55	1:35	40	Period 6
1:40	2:35	55	Community Building

4 Day Weeks (Monday-Thursday)

Monday & Wednesday

Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:00	30	Advisory
9:05	10:35	90	Period 1
10:35	10:50	15	Break
10:55	12:25	90	Period 2
12:25	1:00	35	Lunch
1:05	1:55	50	Flex Period
2:00	3:30	90	Period 3

Tuesday & Thursday

Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:00	30	Advisory
9:05	10:35	90	Period 4
10:35	10:50	15	Break
10:55	12:25	90	Period 5
12:25	1:00	35	Lunch
1:05	1:55	50	Flex Period
2:00	3:30	90	Period 6

4 Day Weeks (Tuesday-Friday)

(T/Th)

Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:00	30	Advisory
9:05	10:35	90	Period 1
10:35	10:50	15	Break
10:55	12:25	90	Period 2
12:25	1:00	35	Lunch
1:05	1:55	50	Flex Period
2:00	3:30	90	Period 3

W

Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:00	30	Advisory
9:05	10:35	90	Period 4
10:35	10:50	15	Break
10:55	12:25	90	Period 5
12:25	1:00	35	Lunch
1:05	1:55	50	Flex Period
2:00	3:30	90	Period 6

Friday

Time Start	Time End	Minutes	Period
7:30	8:20	50	Period 0
8:30	9:00	30	Advisory
9:05	10:35	90	Period 4
10:35	10:45	15	Break
10:50	12:20	90	Period 5
12:20	12:55	35	Lunch
1:00	2:30	90	Period 6