



Making Waves Academy

January Board Meeting

Date and Time

Thursday January 26, 2023 at 10:30 AM PST

Location

Please click the link below to join the webinar:

<https://mwacademy.zoom.us/j/87855022048?pwd=SVFZNGITbVVHb1NFYUd2WWNTaW8wQT09>

Passcode: 073032

Or One tap mobile :

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US: +1 669 444 9171 or +1 669 900 6833 or +1 719 359 4580 or +1 253 215 8782 or +1 346 248 7799 or +1 564 217 2000 or +1 646 931 3860 or +1 929 436 2866 or +1 301 715 8592 or +1 309 205 3325 or +1 312 626 6799 or +1 386 347 5053

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

COMING SOON (to be posted by Wednesday, January 25th)

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

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:

Molly Moloney at mmoloney@mwacademy.org or 510-779-1366.

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

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

Public Comment

- The public may address the MWA Board regarding any item within the subject-matter jurisdiction of the MWA governing board.
- Under Public Comment, members of the public may
 - Comment on items on the agenda
 - Comment on items not on the agenda
 - **Presentations are limited to two minutes each**, or a total of twenty minutes for all speakers, or the two-minute limit may be shortened.
- In accordance to the Brown Act, the MWA Board may listen to comments, but can neither discuss nor take action on the topics presented. Members of the board are very limited in their response to statements or questions by persons commenting on items not on the agenda.
- **While meetings are held virtually, speakers may submit a request to speak before 9:00 AM on the day of the board meeting or use the raise hand function during the public comment sections of the meeting.**
 - **If you would like to send your request to speak prior to the meeting, please email your request to mmoloney@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.*
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 - **Si desea enviar su solicitud de uso de la palabra antes de la reunión, envíe su solicitud por correo electrónico a mmoloney@mwacademy.org en inglés o español.**
 - **En su solicitud:**
 - *Incluya su nombre para que pueda ser llamado cuando sea su turno de hablar.*
 - *indicar si es un comentario público general para el comienzo de la reunión o si es comentario público sobre un artículo específico del programa (incluya el número del artículo).*
 - *Durante la reunión, le llamaremos por su nombre y deberá utilizar la función de "levantar la mano" para identificarse.*
- *En virtud de la SB1036, las actas de esta reunión omitirán los nombres de los estudiantes y padres y otra información del directorio, excepto cuando lo requiera la orden judicial o por la ley federal. Si un padre/tutor legal desea que se incluya un nombre, se debe informar a la junta antes de su comentario público.*

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Please note that all agenda times are estimates.

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

Agenda

I. Opening Items

Opening Items

A. Record Attendance

Roll call and verification of quorum.

B. Call the Meeting to Order

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

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

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

D. Remarks by Board President

Board books for the year: *Solito: A Memoir* by Javier Zamora and *The Privileged Poor: How Elite Colleges Are Failing Disadvantaged Students* by Anthony Jack

E. Public Comment

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II. Standing Reports

A. Mission Connection: Overall Well-Being of Students

Brief video clip or presentation regarding high level trends, data, and profiles of MWA 5th-6th grade students, 7th-9th grade students, and 10th-12th grade students so far this year.

B. ASB Update

C. Deep Dive: SEL Tool Pilot Update

Director of Instructional Technology, Michael Williams, shares aspects of the SEL tool pilot as well as some of the features of the tool.

D. CEO/Interim Principal Report

E. Q&A on Written School Reports

- Middle school Sem. 1 Summary and Reflections & next steps
- Upper school Sem. 1 Summary and Reflections & next steps
- Athletics

F. Operations Updates

Board members will have an opportunity to ask questions about any updates during the FMLA leave of COO, Elizabeth Martinez.

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

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

H. Break

III. Non-Action Items

A. Advisory Committee Updates

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

B. Review the 2021-22 School Accountability Report Card (SARC)

In compliance with the CDE, the MWA Board will review and have an opportunity discuss and ask questions about the SARC for MWA for the 2021-22 school year.

C. Student Lottery Application for 2023-24 Enrollment Update

IV. Action Items

A. Board Member Renewal

The Board will consider designating Layla Naranjo as a Board Director, with a term expiring on December 31, 2025

B. Approve Minutes: December 8, 2022 Board Meeting

C. Approve Minutes: December 2, 2022 Special Board Meeting

D. Approval of Form J-13A - Request for Allowance of Attendance

The MWA Board needs to approve Form J-13A before we submit it to the CDE in order to obtain approval of attendance and instructional time credit for the emergency school closure.

E. Enrollment Flexibility Provision

External forces in the form of the economy, lingering effects of the pandemic, declining enrollment in the region, and staffing and statewide teacher shortage challenges, are and can continue to have an impact on MWA operations and program. MWA needs ways to be able to periodically reduce its enrollment draw for fifth grade.

Currently, MWA offers enrollment to 168 fifth graders. The proposal would ask to offer enrollment to fewer students in some years, for a time, to offset and provide mitigations to the aforementioned challenges.

The proposal is to approve a fifth grade enrollment draw range of 112-168 students.

F. Vendor Invoice Review and Approval

Review and approve vendor invoices for November and December of 2022.

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 (Staff please do not link presentations here)

B. Documentos traducidos al español/Documents translated to Spanish

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

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

VII. Discussion Items

A. Appreciations by the Board of Directors

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

B. Schedule of Remaining Board of Directors Meetings 2022-2023

- March 9th, 2023, 10:30am-2:00pm
- May 4th, 2023, 4:00pm-7:30pm
- June 15th, 2023, 10:30am-2:00pm

VIII. Closing Items

A. Adjourn Meeting

Coversheet

Mission Connection: Overall Well-Being of Students

Section: II. Standing Reports
Item: A. Mission Connection: Overall Well-Being of Students
Purpose: FYI
Submitted by: Rachel Navarro

BACKGROUND:

The social work department will be exploring key themes/challenges our students have been experiencing and how they are demonstrating resiliency.

Coversheet

ASB Update

Section: II. Standing Reports
Item: B. ASB Update
Purpose: FYI
Submitted by:
Related Material: ASB Board Report - Jan 2023.pdf



ASB Board Report - Jan. 26th, 2023

ASB Members: Fatima Cortes, Joshua Cuellar
Jan. 26th, 2023



Learn. Graduate. Give Back.

Table of Contents

- **Successes**
- **Challenges**
- **Priorities**
- **Questions & Conversation**

Successes

Successes

- **School Events**

- Day of Lights
 - Door Competition
- Potluck

- **New Clubs**

- Ultimate Frisbee

- Scheduled student performances during Feb 17th ASM.

Challenges

Challenges

- **ASB has two big events in February and it will take a lot of our attention. At the end of February, we have a week break. That will give ASB barely two weeks to plan out our spirit week.**

Priorities

Priorities

- **Gain more student insight on school activities**
 - Student surveying through Google Forms
- **Plan our Winter Dance (Feb 10th)**
- **Plan our All School Meeting (Feb 17th)**

Questions & Conversation



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Coversheet

Deep Dive: SEL Tool Pilot Update

Section: II. Standing Reports
Item: C. Deep Dive: SEL Tool Pilot Update
Purpose: Discuss
Submitted by: Michael M Williams Jr

BACKGROUND:

Presenting information regarding the need for an SEL solution that prompted the pilot for the SEL tool from Nearpod 21st Century Readiness program by Nearpod. The fiscal impact of this solution is \$1,350.

RECOMMENDATION:

I recommend continued use of the platform with teacher input around the usage of SEL products.

Coversheet

CEO/Interim Principal Report

Section: II. Standing Reports
Item: D. CEO/Interim Principal Report
Purpose: Discuss
Submitted by:
Related Material: MWA CEO Report to the MWA Board_JAN 2023_ABN.pdf



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MWA CEO Report to the Making Waves Academy Board

January 2023

Our January start also marked the beginning of the 2nd Semester. Overall, the 1st Semester was far smoother and materially better than the 1st Semester of last school year. Our organization and instructional focus is stronger, we have had more on-campus student events, and we have had far less disruptions due to COVID.

On the other hand, after going the whole 1st Semester with no school closures, we closed for two days the first week we returned after the winter break due to concerns about the impact of the various winter storms on the campus (power, heat, and safety) and the potential impact on our staff and our families. Our staff drive in from a variety of places – as far away as Sacramento, Stockton, and over the bridge in San Francisco. Early on, we had no real way of knowing how the storm could be affecting our families and the various routes both our families and our staff would be taking to get to campus. Additionally, just before the break and just after we returned, we have had a few additional faculty resignations.

And, despite some of these challenges, we are still making some key hires in operations along with continuing to identify and recruit certificated teachers and substitute teachers. I think through the first semester we have a sense of the key areas we need to address – in curriculum and in our overall approach.

While there are still daily challenges, the majority of our students, faculty, and staff are showing up to school every day. For example, student clubs, such as a new American Sign Language (ASL) club, our Gay Straight Alliance (GSA) club, and our Black Student Unions are meeting across the school. Winter sports in the upper school are in full swing (boys and girls basketball and girls soccer) as well as some middle school sports teams. By now, our seniors have submitted their applications.

Snapshots and Highlights

- All School Meetings (ASMs) in both the middle and upper school this month.
- Preparation for the next LCAP Advisory Group meeting this month.
- Working on finishing up the WASC Report in preparation for the mid-cycle review in early March.
- Working on and preparing status updates to our LCAP.
- Recruitment and hiring for critical 2022-23 positions and positions for next school year.
- Training and preparation for the ELPAC (assessment for English language acquisition and proficiency for students designated as English Learners (ELs)).

Remaining Works in Progress and Challenges

- **Supervision (Campus Safety)** – Better habits are in place in terms of knowing our duties and finding coverage for our duty posts if we plan to be absent. However, some uneven coverage due to resignations and absences sometimes cannot be avoided. Overall, more adults are in places to address student interactions in real time creating an increased sense of overall safety.
- **Arrival/Dismissal** – This continues to be a challenge as a material amount of parents create alternate ways of dropping off and picking up their children that are less safe than driving onto the campus. I have asked our Director of School Operations to engage with a service provider to do an assessment of our current system and make some recommendations for improving the process.
- **Facility Management and Maintenance** – Making Waves Foundation, the owner of the MWA facilities, has hired a new leader to oversee the management and maintenance of the facility. In addition, an outside service provider with facility management expertise is staffed to MWA’s campus to address issues that come up and proactively check on items. We have seen a marked improvement in the way the facilities issues are being addressed. We are grateful for MWF executive leadership and others fully engaging in this area to help ensure our campus is both operational and “world class.”

Recruitment Strategies for the 2023-24 School Year

In preparation for the 2023-2024 school year, the Talent team worked together to assess current operating procedures and systems. Under the direction of the contracted temporary director for the team, the following strategies have been established to support the team’s recruitment strategy & goals:

Strategic Planning	<ul style="list-style-type: none"> • Creation and implementation of <u>holistic recruitment plan</u> that is subject to change based on staffing needs. • Creation of <u>recruitment-specific OKRs and additional data tracking</u> to allow the team to identify gaps in recruitment earlier in the process.
Streamlining/Support	<ul style="list-style-type: none"> • <u>Temporary hire of an experienced recruiter</u> to lead staffing of all current leadership vacancies and to support instructional hiring as necessary • <u>Enhanced use of applicant tracking systems</u> to allow for more seamless application communication and faster turnaround with applications
Sourcing	<ul style="list-style-type: none"> • <u>Exploring</u> transitioning on-site substitute teachers into full-time credentialed positions • Creation of <u>year-round candidate pools</u> to allow for ongoing sourcing of teacher applications by subject area. Pools will be open regardless of whether or not there is a vacancy in a given subject area • <u>Decreased focus on in-person recruitment events</u> (which did not previously yield significant numbers of applicants) and increased focus on targeted digital outreach

Objectives for 2022-23

Areas of Focus	Objectives	Updates
<i>Campus safety and culture</i>	Align and deploy resources to address campus safety, improve the sense of well-being on campus, and see improvements in school culture.	I have taken on directly supervising the deans across the campus. Through this lens, I am better able to gain insight into the trends across campus and close any gaps in understanding of our protocols and expectations with our practices. I have had retreats and meetings with both sets of deans as well as agreeing on tools and data to be collected to track progress over time.
<i>Routines, Expectations, and Procedures (REPs) & Standardized Operating Procedures (SOPs)</i>	Develop clear routines, expectations, and procedures that are both school-wide and differentiated by grade level and by functional area.	We could stand to revisit this early on in the semester. One example is teachers providing students with “hall passes” if they are outside of the classroom. For students going to the bathroom, emphasizing and requiring the use of sign out and sign in sheets along with using bathroom passes when they leave the classroom to go to the bathroom.
<i>Instruction</i>	Professional development plans, trainings, and meetings that are aligned with best practices, guaranteed and viable, and that can be implemented with fidelity in both school-wide and differentiated practices.	The Assistant Principals and I continue to deepen our discussions and further align on instructional topics to refine such as curriculum use, scope and sequence development, and common instructional practices across the school. I am excited to continue to build capacity among our teachers and teacher leaders and see the results of our deepened focus in this area.
<i>Innovation</i>	Create opportunities and invite staff to pilot and “test and learn” different and new approaches to our instructional and non-instructional practices.	Not as much as a focus currently. No updates here for this report.

Strategic Plan Updates

No updates here. The mid-year resignation of our Director of College and Career Counseling means we have to re-think what is possible this year and at what level with our current limited capacity.

Coversheet

Q&A on Written School Reports

Section: II. Standing Reports
Item: E. Q&A on Written School Reports
Purpose: Discuss
Submitted by:
Related Material: January_School Board Report.pdf



Board Report

School-Wide

Board Report - January 2023

Middle School Division - Semester 1 Summary & Next Steps

Brian Jimenez, Assistant Principal - Middle School

What?

Instruction Summary & Next Steps

This report serves as a summary of instruction at the end of Semester 1 and next steps. There are two instructional goals for the 2022-2023 school year in the middle school.

The first goal focuses on adopting and aligning curriculum across the school:

By May 1, 2023, MWA Faculty will provide students with a guaranteed and viable academic experience. We will do this by aligning, planning and internalizing.

- *All teams will align and implement a high quality, standards-aligned curriculum in all core subjects and align and norm in non-core classes.*
- *All faculty will plan year at a glance (YAAGs) and pacing guides, and internalize units.*
- *All faculty will grow their content knowledge by internalizing units/models.*

Building on this, the second goal focuses on student achievement based on major, nationally normed assessments:

By May 1, 2023, Making Waves Academy Middle School Staff will increase students performing at or above grade by 5-10% as measured by NWEA MAP and Star Reading, and CAASPP SBAC scores.

- *Implementing an assessment calendar with fidelity: Star, MAP, IABs, CAST, ELPAC, PFT, CAASPP.*
- *Conducting data analysis after major assessments: STAR, MAP, IABs*
- *Math & ELA grade level teams set year-long student achievement goals based on beginning-of-year Star & MAP data*
- *Using Star and MAP scores as leading indicators/predictors for overall CAASPP performance*

After taking Star Reading and MAP assessments for math in August, each grade level content team set student achievement goals for the entire school year. These goals were meant to anchor the year's assessments and provide a concrete way to celebrate and acknowledge progress for students and staff. Goals were based on baseline data, previous years' growth data, and team ambition.

At the end of Semester 2, the middle school decided to take advantage of the optional MAP Math and Star Reading assessment window. While there was not a requirement to administer the assessment in the winter, we felt it was important to get an updated pulse check on how our students are performing, update and reflect on goals, and, in order to use the most up-to-date data, to re-tier and re-roster our flex intervention blocks for semester 2.

Board Report - January 2023

So What?

Star and MAP data are important because they act as leading indicators to students' performance on CAASPP (CA's statewide assessment system). As a result, these assessments are important to track and respond to. Below are graphs summarizing student achievement in Semester 1 as measured through Star and MAP. In reviewing the data, the following overall patterns emerge:

- We are making growth overall, but progress is uneven across grade levels, content and cohorts.
- All Humanities teams are generally on track to meeting student achievement goals
- In math, apart from the 7th grade team, all other grades are behind track to meeting student achievement goals

Middle School HUMANITIES (ELA & History) Team Star Reading Growth Goals % of Students at, or above Star Benchmark				
Overall				
Baseline 08/2022	Midyear Growth 11/2022	Midyear Data 11/2022	Growth Goal 05/2023	EOD Goal 05/2023
23.9%	4.6	28.5	5-10%	24-34%
5th Grade				
Baseline 08/2022	Midyear Growth 11/2022	Midyear Data 11/2022	Growth Goal 05/2023	EOD Goal 05/2023
32.5%	5.5%	38%	10%	42.5%
6th Grade				
Baseline 08/2022	Midyear Growth 11/2022	Midyear Data 11/2022	Growth Goal 05/2023	EOD Goal 05/2023
19.5%	7.5%	27%	6%	25.5%
7th Grade				
Baseline 08/2022	Midyear Growth 11/2022	Midyear Data 11/2022	Growth Goal 05/2023	EOD Goal 05/2023
22.8%	2.2%	25%	5%	27.8%
8th Grade				
Baseline 08/2022	Midyear Growth 11/2022	Midyear Data 11/2022	Growth Goal 05/2023	EOD Goal 05/2023
20.9%	4.1%	24%	5%	25.9%

Board Report - January 2023

Middle School MATH Team MAP Math Growth Goals % of Students at, or above MAP Benchmark				
Overall				
Baseline 08/2022	Midyear Growth 11/2022	Midyear Data 11/2022	Growth Goal 05/2023	EOD Goal 05/2023
31%	1%	32%	5-10%	36-41%
5th Grade				
Baseline 08/2022	Midyear Growth 11/2022	Midyear Data 11/2022	Growth Goal 05/2023	EOD Goal 05/2023
34%	-3%	31%	11%	45%
6th Grade				
Baseline 08/2022	Midyear Growth 11/2022	Midyear Data 11/2022	Growth Goal 05/2023	EOD Goal 05/2023
32%	0%	32%	10%	43%
7th Grade				
Baseline 08/2022	Midyear Growth 11/2022	Midyear Data 11/2022	Growth Goal 05/2023	EOD Goal 05/2023
28%	5%	33%	10%	38%
8th Grade				
Baseline 08/2022	Midyear Growth 11/2022	Midyear Data 11/2022	Growth Goal 05/2023	EOD Goal 05/2023
31%	1%	32%	10%	41%

Board Report - January 2023

Now What?

After reviewing the data as a middle school Instructional Leadership Team and in content teams, we were able to utilize the data in multiple ways to support student learning.

We were able to use Star and MAP data to re-tier students for Semester 2 flex time intervention services. In doing so, we were able to identify our highest need readers and mathematicians and provide them updated intervention services. During Semester 1 we also focused on revising our intervention program in the middle school. As a result, we have scheduled all dates for R.T. Fisher Educational Enterprises to evaluate the effectiveness of our intervention program.

When analyzing the data as an Instructional Lead Team and in humanities and math content teams, we noticed unequal outcomes between different cohorts in the same grade level. As a result, we pivoted to identify *focus cohorts*. Focus cohorts are cohorts of students that are struggling more compared to others. We will focus our attention on these cohorts in Semester 2 in hopes we can make achievement more equitable across the middle school.

Another way we are working on balancing out student achievement scores is by norming on instructional practices and approaches. We have started to do this by norming Advisory/Homeroom. Teachers should be using a *Responsive Classroom* model that include the following components:

- Greeting, news & announcements, share, and an activity, or
- Restorative justice circle

Both have a similar structure and help building community and relationships among students. On the academic end, we have also met as a whole school instructional leadership team (with upper school instructional leaders) to begin the norming on high-leverage instructional practices. Our goal is to develop an MWA Instructional Playbook that helps codify and clarify instructional practices we expect at Making Waves Academy. This can then be used to onboard new teachers to the community and continue to strengthen the practices of returning teachers.

Lastly, there are a few circumstances making it challenging to build momentum across the school year. We have had challenges in staffing while opening back up for Semester 2. Since December, we have had three teachers transition from MWA. While all for different personal reasons, it impacts our ability to continue to build on our work from Semester 1. Additionally, many long-term substitutes have had to switch content areas due to permits expiring. As a result, we have had to reshuffle our coaching structure to try to support mid-school year shifts.

Board Report - January 2023

Upper School Division - Semester 1 Summary & Next Steps

Eric Becker, Assistant Principal - Upper School

What?

College & Career

The Assistant Principal is working with the College and Career Counseling office to make sure seniors are on track to graduate on time and transition well into the post-secondary option of their choice.

- 86 students are currently designated as 12th grade students
- 82 students have applied to one or more four-year colleges or universities including two early acceptances:
 - one full scholarship to **Johns Hopkins University** (in Maryland)
 - one Posse Scholarship (full tuition covered) to **Lehigh University** (in Pennsylvania).

At this time, 77 of the 86 seniors are on track to graduate on time with no credit recovery needed, 7 are on track to graduate but require one or more courses of credit recovery in which they have been enrolled in concurrently with their semester 2 classes. Additionally, 2 students may require courses over the summer or an additional semester or more of course work before graduating.

Finally, an additional 14 students who are either already fifth-year students at MWA, or had been retained from the 20th Wave prior to this year, are being supported to graduate or determine transfer options. Of those students, two met graduation requirements in Semester 1, one student transferred to a continuation school, and ten students are still designated as either 11th or 10th grade students and will continue to take a combination of live courses and credit recovery classes into the 2023-24 Academic Year.

Semester 1 Attendance

The average daily attendance (ADA) for the upper school for the first semester was 92.73%. Of the reported 489 students enrolled: 76.48% of students were at 90% to 100% in attendance and 23.52% of students were 10% or above chronically absent. Although the months of August, September, and October all saw increases in attendance from the 21-22 school year of 1-3%, the months of November and December saw decreases in student attendance, largely from excused absences.

Making Waves Academy Upper School 868

Run Date/Time: 1/6/23 3:30 PM

08/11/2022 to 12/15/2022 = 81 days

Grade Level	Carry Fwd	Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Ineligible	Days Absent	Days Attd	ADA	ADA %
5	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00%
6	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00%
SubTotal	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00%
7	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00%
8	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00%
SubTotal	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00%
9	0	145	4	141	11745	0	103	0	799.00	10843.00	133.86	93.14%
10	0	168	1	167	13608	0	74	0	991.00	12543.00	154.85	92.68%
11	0	90	3	87	7290	0	161	0	511.00	6618.00	81.70	92.83%
12	0	86	1	85	6966	0	74	0	548.00	6344.00	78.32	92.05%
SubTotal	0	489	9	480	39609	0	412	0	2849.00	36348.00	448.74	92.73%
Grand Total	0	489	9	480	39609	0	412	0	2849.00	36348.00	448.74	92.73%

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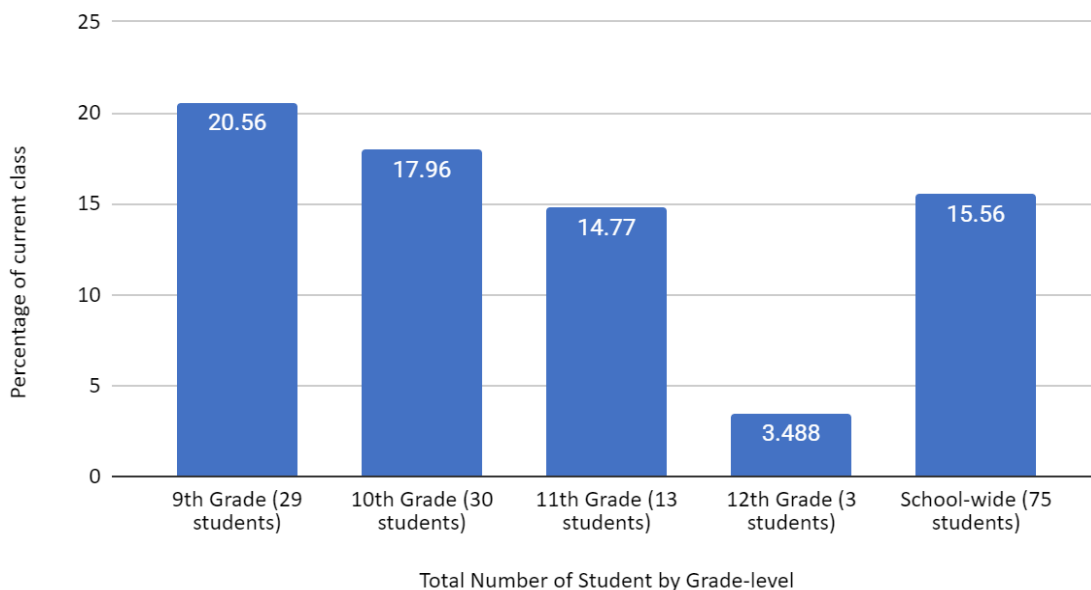
Semester 1 Academics

On Friday the 13th of January, MWA upper school held an all school meeting. At the meeting, reminders about school expectations were shared along with honoring students for academic achievement and for exemplary demonstration of the MWA Core Values.

- 24 students were recognized for each of the five Core Values by grade level, as well as the category of “Most Improved.”
- 30 students received awards for having a GPA of 4.0 or higher
- 131 students received awards for having a GPA 3.5 to 3.9
- 81 students for having a GPA of 3.0 to 3.4.

On the first Friday back from the winter recess, MWA faculty met in grade-level teams to plan support for students failing three or more classes (75 students) or one or more classes (195 total students).

Percentage of Students Failing 3 or More Subjects in S1 2022



Faculty Update

Upper school currently has 7 vacancies of 35 active assignments across all content areas except Health & Wellness and English. One vacancy was closed in the fall in Health & Wellness, another opened up at the end of semester 1 in the Social Sciences due to relocation, and a final loss at the beginning of semester 2 in art (a long-term sub). We continue to utilize members of our on-site sub team for all upper school vacancies. Preliminary data on faculty intent to return looks promising.

So What?

Semester 1 Attendance

The Director of Student Support Services and the Registrar will be onboarding an Attendance Officer at the end of January. The first round of letters for families whose student has been designated chronically truant has been sent and plans are in place for sending out 2nd follow-up letters notifying families. While overall attendance has been better since last year, more work needs to be done to reduce the number of students who are chronically truant, research shows that “chronic student absence reduces even the best teacher’s ability to provide learning opportunities” and attendance has been shown to have a significant correlation with graduation (nces.ed.gov 2009).

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Semester 1 Academics

Faculty, working in grade-level teams, are helping to support students in jeopardy of retention (failing three or more classes) by increasing outreach to families, offering classroom interventions (e.g., use of an academic planner, flexible seating, etc.), or by holding Student Success Team (SST) meetings for the student with parents. An SST is a multi-disciplinary team that considers, plans, and assesses general education interventions and supports for students experiencing academic, speech/language, and/or social-emotional/behavioral difficulties. This early intervention for struggling students through the Student Study Team (SST) process is a function of general education and can help identify students who may need a 504 or Individualized Education Plan (IEP).

Faculty Update

The upper school is currently in the beginning stages of assessing staffing needs for next year based on current course loads, vacancies, and the projected increase in the number of students in our 11th grade. The 22nd Wave, the current sophomore class, is the first class with a greater enrollment size than previous Waves, currently at 167 students (compared to 88 in the current 11th grade, and 86 students in the 12th grade). Data based on the intent to return survey given by the Making Waves Academy Human Resources department shows an improvement compared to the 2021-22 school-year in terms of teachers planning to continue with MWA next year. Currently only one of the 27 full-time and part-time faculty intend not to return to MWA.

Now What?

The upper school Instructional Leadership Team is in the process of identifying upper school wide instructional practices to pilot for semester 2 to help improve school-wide cohesion and academic outcomes for all students. This will be accomplished through:

- professional development trainings
- content team meetings
- observation and coaching from Content Leads, the Lead Teacher for the Humanities, and the Assistant Principal

Grade-level leads with support from upper school counselors, deans, and leadership will continue to use grade-level team meetings to establish SST's and outreach to parents to help improve academic outcomes for students and increase promotion rates across the school. In collaboration with the Student Support Services Director and Registrar, grade-level teams may also use student attendance to leverage better academic outcomes.

Under the direction of the Interim Principal, the Assistant Principal, and Applied Technology Director, we are exploring options for offering credit recovery remotely, off-site, and through an accredited third-party. The Assistant Principal will work closely with the College and Career Counseling team, as well as all faculty, to monitor students who are in danger of being retained or who may need credit recovery over the summer, and to communicate to families in a timely way.

The Student Activities Coordinator has already placed the order for caps and gowns for graduation and is in the process of planning several end-of-year activities including Grad Nite, Prom, and Graduation. In the coming weeks the College and Career Counseling office will welcome an Associate Director of Academic Advising whose primary responsibility will be to support all MWA students have pathways to graduation, including by helping to facilitate and monitor the credit recovery process. Additionally, the new Associate Director will lead the master schedule process under the oversight of the Assistant Principal and with the assistance of the College and Career Counseling Coordinator, and with input from the Instructional Leadership Team, faculty and staff.

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Athletics

Jeff Hazel, Athletic Director

Athletics at Making Waves is plugging along post pandemic as things are getting back to more normal. We still have high expectations for our athletes both in the classroom (at least a 2.5 GPA to play in the Middle School and at least a 2.3 GPA in the Upper School for frosh and sophomores and at least a 2.5 GPA for juniors and seniors) and on the field or court: attend and work hard in practice, play hard but fairly with good sportsmanship in games, listen to your coaches to develop both the sports skills needed, but also the non-cognitive skills that will help you succeed in life such as resilience, respect, community, responsibility, etc.

In the middle school we have had:

Fall— Girls Volleyball and Boys Flag Football (our first foray into football)

Winter—Boys and Girls Futsal and/or soccer

Winter/Spring—Girls and Boys Basketball

All of these teams are competing in the Richmond Recreation Department leagues against other middle schools (charter and public) or Club teams in the area. One of our Girls Volleyball teams finished 2nd in the league this year after winning the league last spring. We are thinking of adding baseball/softball this spring as a Club sport to start developing our baseball and softball players so they are not brand new to the sport when they are in high school. We will have an Ultimate Frisbee team in the spring as well. Once we have the Upper School Gym and Field open that will allow us more space to use for more teams and sports so more students can be involved in athletics.

Academically our middle school teams this school year have the following statistics:

<u>Team</u>	<u># of Players</u>	<u>Team GPA</u>	<u># of players who became ineligible</u>
Flag Football (2 teams)	19	3.2	5
Volleyball (2 teams)	24	3.45	1
Boys Futsal (2 teams)	20	3.49	0
Girls Futsal (1 team)	13	2.96	2

In the upper school we will continue with the sports we have always offered:

Fall—Boys Soccer (Varsity and JV team), Girls Volleyball (Varsity and JV team), Cross Country (Boys and Girls team), and E-Sports (Super Smash team)

Winter—Boys and Girls Basketball (Boys have a JV and Varsity team), Girls Soccer (Varsity), and a Cheer squad

Spring—Softball (Varsity), Baseball (Varsity with some JV games for the younger players), Boys Volleyball (Varsity), and Track and Field (Boys and Girls)

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Here are the Upper School Academic statistics so far this school year:

<u>Team</u>	<u># of Players</u>	<u>Team GPA</u>	<u># of players who became ineligible</u>
Boys Varsity Soccer	21	3.21	1
Boys JV Soccer	18	2.77	4
Girls Varsity Volleyball	12	3.25	2
Girls JV Volleyball	10	3.37	1
Girls Cross Country	5	3.48	1
Boys Cross Country	17	2.56	5
E-Sports	5	2.79	1
Girls Varsity Basketball	9	3.25	1
Boys Varsity Basketball	13	2.95	3
Boys JV Basketball	8	3.09	1
Girls Varsity Soccer	21	3.58	0
Cheerleaders	15	3.3	0

In the upper school:

- Our Boys Soccer team made it to the NCS finals once again (9 out of 10 years) but lost to Head Royce in a hard-fought game, 2-0, to finish 2nd in the North Coast Section Division 1. Another great year for the soccer program.
- Our Girls Volleyball team just missed out on making the league play-offs by the league tie-breaking protocols.
- The Cross Country team hosted the league championship meet this year at Pt. Pinole Regional Park to rave reviews and the league is considering having the finals there each year moving forward.

Some of our National Honor Society members came to help run the meet which was a big help and other NHS members are helping to run the scoreboard and clock at our home basketball games. We are always trying to find ways to get students involved in athletics besides just playing (i.e. some students do stats for teams). Student Clubs and teams have been hosting the concession stand at our Volleyball and Basketball games to raise money for their clubs and teams as well. The Boys Basketball team is using the money to help pay for the tournament they went to over December vacation in Ft. Bragg.

So What?

What does this all mean? There is a slight increase in the number of athletes becoming ineligible during their season. Coaches are having Study Hall at least one day a week and the Athletic Director and Coaches continually check the players' grades in PowerSchool so that athletes don't become ineligible during their season of play. It is frustrating for the athlete and their coach for a player to become ineligible, but this could be due to the residual of off campus schooling during the pandemic and learning gaps many students have. Some of it could also be explained by missing teachers in some classes due to unfilled positions or leaves during the school year and thus a non-subject credentialed substitute in some classes.

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The other trend developing is the decline in girls' sports numbers and teams especially at schools we traditionally compete against. Some schools have dropped their girls' program in certain sports: US basketball, MS basketball, MS futsal, US softball. Even Making Waves Academy has seen a decline in the dedication of some of our athletes in terms of attending practices and games regularly. I believe the absence of sports teams during the pandemic (affecting 2 years of sports in some cases) has created an imbalance in girls participating in sports. Some started working, others didn't get to play in their formative years because schools didn't have teams, home responsibilities have increased for many of our girls since they were home more during the pandemic, etc. This is not a good trend for any school and for our young ladies, as so much can be learned (as previously stated) from participating in sports while growing up.

Now What?

What does the Athletic Department need to do moving forward? Keep offering our students at the middle and upper school the opportunities to participate in athletics.

- Try to have JV teams in the US in all sports MWA offers, provided we have the numbers, so student-athletes can learn the skills of and how to play the sport they are playing.
- In the middle school, try to have more teams, especially by grade level(s). We have not included 5th graders in sports yet, but perhaps we can once we get all of our on-campus athletic facilities opened. Get our students involved at as young an age as possible since most of them don't play club sports to learn the game and the skills necessary to compete at a higher (older) level.
- Even if other schools don't have teams, have the team at Making Waves Academy and play intra-squad games and develop a robust intramural program. Still have teams and practice and search for schools to play outside of our immediate area (of course that means more travel time).
- Find other teams to play (from schools or clubs) so that our younger students get the taste of competition at a younger age and our ready for the more rigorous demands of high school athletics.
- Increase the academic tie-ins to Athletics. Have study hall two days a week so athletes understand the necessity of strong academics equating to stronger athletic teams by keeping all of our players eligible. Develop a teacher tutoring program for the students after school to help the students succeed.
- Use the older students in athletics to mentor and help the younger students succeed academically and athletically. Keep finding other ways to involve students in athletic-related programs (i.e. managers for teams, NFHS production of sports and other school events (these productions would be run by our students, student trainers under our Athletic Trainer's guidance, sports we don't currently have but may be able to as our student population increases).

There are so many ways to get our students and their families involved in supporting and growing athletics (a Booster Club for the families to help support our programs financially as well as emotionally). Go Marlins!

Coversheet

Q&A on Written Finance Report (CFO)

Section: II. Standing Reports
Item: G. Q&A on Written Finance Report (CFO)
Purpose: Discuss
Submitted by:
Related Material: 01 MWA December Financials-01.17.23.pdf



Making Waves Academy December 2022 Financial Report

Dear Finance Advisory Committee Members,

At the end of December 2022, Making Waves Academy closed its books with \$5.82M in cash. Operations for MWA - "School" and MWA Central Office have been under budget for the month. MWA - "School" spent about \$2.02M, and MWA Central Office spent about \$298K in December 2022.

Year-to-Date

- The budget used for our comparisons is the board-approved 1st interim budget.
- MWA - "School" finished \$1.39M or 10% under budget, and MWA Central Office finished \$82K or 4% under budget.
- Government Revenues only - We received \$5.73M compared with the adjusted amount of \$4.3M last year. The increased income is from one-time state funding of the Expanded Learning Opportunity (ELO) Grant, Expanded Learning Opportunity (ELO-P) Program, Educator Effectiveness Grant, A-G Completion Improvement Grant, and the Teacher Residency Expansion Grant.
- There were 25.5 Full-Time Equivalent (FTE) unfilled positions as of December after the 1st Interim budget revisions. The unfilled positions comprised eight teachers and 17.5 Full-Time Equivalent (FTE) non-teaching staff.

MWA - "School"

1. The YTD savings of \$1.21M on salaries and benefits are due to the following:
 - a. 22.5 Full-Time Equivalent (FTE) unfilled positions.
 - b. Timing of paying out coordinator, content lead, and other stipends to staff.
 - c. Savings from onboarding staff at a later date than budgeted.
2. Budget savings totaling \$81K are from:
 - a. Supplies expenses include textbooks, core curricula materials, instructional and office supplies, custodial supplies, and student food services.
 - b. MWF reimbursed MWA the costs of IT equipment and supplies for the HS Gym build-out.
3. Budget savings of \$96K are from contract services expenses such as staff professional development, utilities for waste and water, and continuing education support.

MWA Central Office

1. In December, the YTD saving of \$111K for salaries and benefits is due to the following three unfilled positions:
 - a. HR Generalist
 - b. Managing Director of Talent
 - c. Outreach and Marketing Coordinator and HR Generalist.
2. Supplies and Contract Services expenses were overspent by \$29K, mainly due to the Legal research on various issues we have.



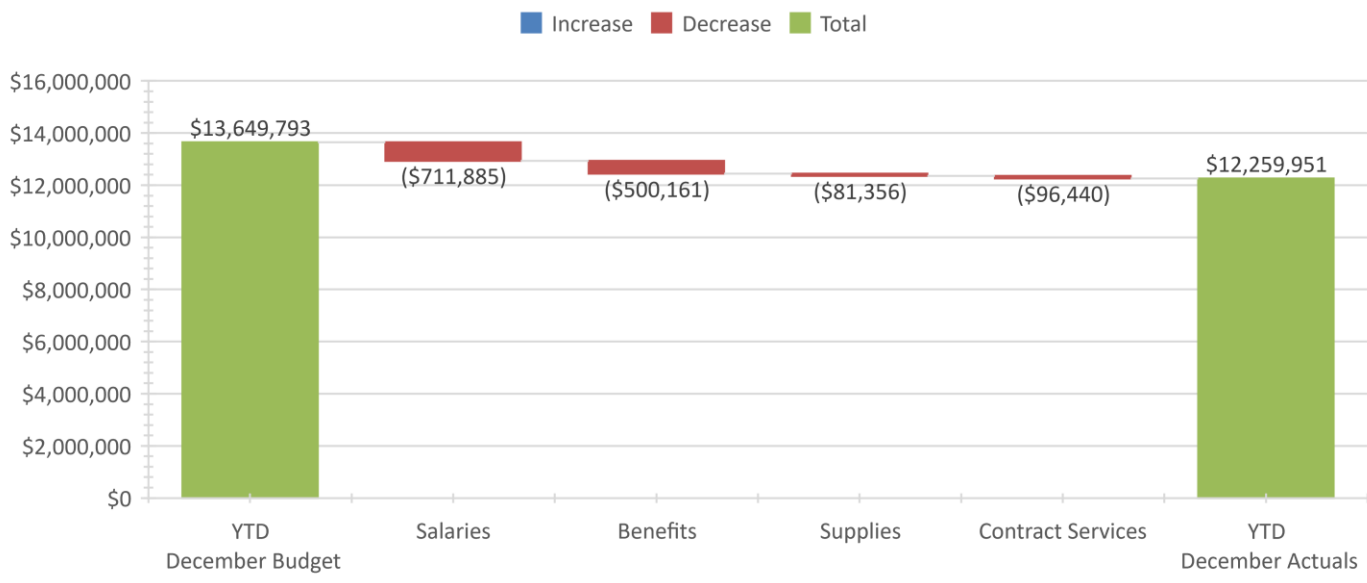
We wrapped up the short December month with no significant spending changes compared with the previous month. Our spending is well within range after using the 1st Interim numbers as our basis of comparison, and we are preparing for the FY23 2nd interim and FY24 preliminary budget drafts as we speak. We will monitor our cash flow closely to maintain appropriate cash levels, follow the state's revenue schedule, and accrue all revenues by June 30, 2023.

State and Local Payment Schedule:

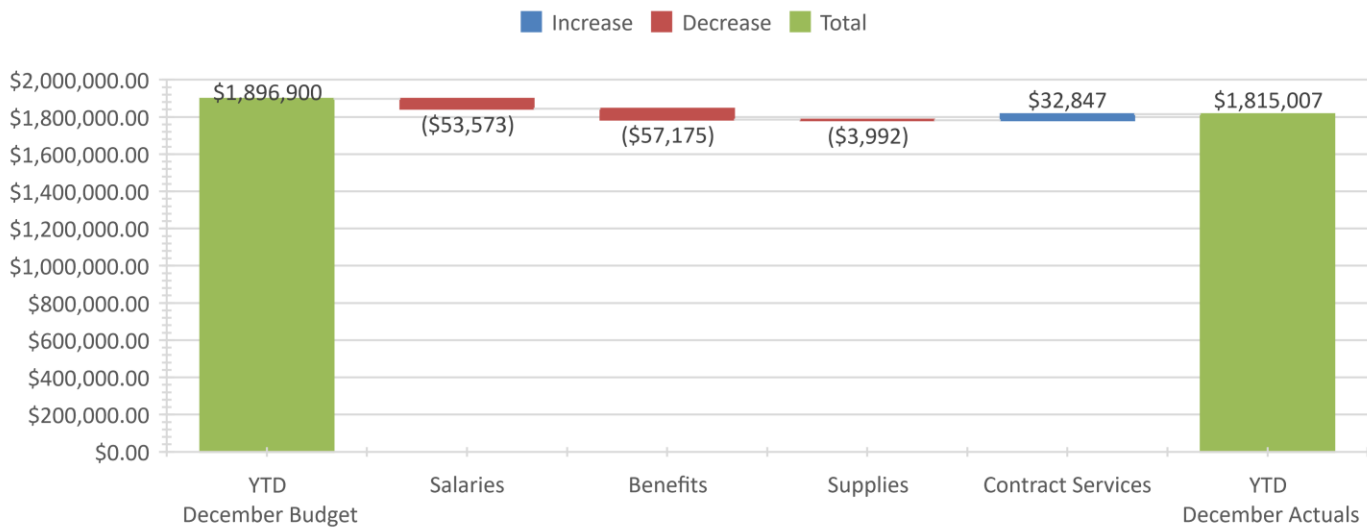
Month	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June (Deferred to July/August)
State Aid, LCFF, and State SPED	5%	5%	9%	9%	9%	9%	9%	20% of balance due	20% of balance due	20% of balance due	20% of balance due	20% of balance due
Property Tax	10%	6%	12%	8%	8%	8%	8%	8%	8%	8%	8%	8%



*YTD Expenses (July - December 2022)
Budget to Actual Reconciliation - MWA - "School"*



*YTD Expenses (July - December 2022)
Budget to Actual Reconciliation - MWA Central Office*



**MWA - "School" YTD Actuals vs. Budget
December 2022**

	A	B	C	D	E	F	G
1	MWA - "School" FY2023 Spending Budget Tracking Report		Monthly Executive Summary				
2	Actuals vs. Cycled Budget		1. Spending -10% under budget				
3			2. Budgeted teachers and staff vacancies of 22.5 FTE are not fully filled				
4							
5							
6	MWA Spending Budget	1st Interim Budget FY2023	07.01.22 - 12.31.22- Actuals	07.01.22 - 12.31.22- 1st Interim Budget	Variance	% Variance	Notes
7	1100 - Teacher Salaries	5,002,092	2,078,076	2,411,771	(333,695)	-14%	Variance from the following: • 8 teacher vacancies • Final pay for resigned teachers with PTO • Timing of paying stipends, i.e. coordinator stipends, content lead stipends, and etc.
8	1103 - Substitute Teacher Salaries	818,595	333,448	375,190	(41,742)	-11%	Variance from the following: • Savings from on boarding 4 substitute teachers on later date • 1 substitute teacher vacancy
9	1200 - Certificated Pupil Support	678,476	276,139	315,752	(39,613)	-13%	Variance from the following vacancies: • US Academic Advising Coordinator • Social Worker
10	1300 - Certificated Supervisor & Administrator Salaries	1,162,572	488,878	541,562	(52,684)	-10%	Variance from the following: • Savings from on boarding Director of Student Support Systems on later date • Savings from Extended Day & Enrichment Coordinator going on medical leave
11	1409 - Special Temporary COLA	1,776,500	739,500	814,229	(74,729)	-9%	Savings from vacancies
12	1900 - Certificated Other Salaries	411,665	195,913	191,583	4,330	2%	
13	2100 - Classified Instructional Aide Salaries	912,682	407,732	424,748	(17,016)	-4%	
14	2200 - Classified Support Staff Salaries	901,613	348,403	436,972	(88,569)	-20%	Variance from the following vacancies: • 4 Campus Supervisors • Lead Campus Supervisor • 2 Student Support Services Assistant
15	2300 - Classified Supervisor & Administrator Salaries	565,006	251,018	262,945	(11,927)	-5%	
16	2400 - Classified Clerical and Office Salaries	813,872	345,934	378,764	(32,830)	-9%	Variance from the following vacancies: • Desktop Support/AV Technician • Attendance Officer
17	2900 - Classified Other Salaries	272,049	103,197	126,607	(23,410)	-18%	Variance from timing of paying the seasonal coaches converted from contract services
18	Total Salaries	13,315,122	5,568,238	6,280,123	(711,885)	-11%	

MWA - "School" YTD Actuals vs. Budget
December 2022

	A	B	C	D	E	F	G
6	MWA Spending Budget	1st Interim Budget FY2023	07.01.22 - 12.31.22- Actuals	07.01.22 - 12.31.22- 1st Interim Budget	Variance	% Variance	Notes
19	3101 - State Teachers Retirement System (STRS)	1,652,168	590,807	765,467	(174,660)	-23%	
20	3301 - Social Security and Medicare	444,350	175,148	206,833	(31,685)	-15%	Variance from vacancies
21	3401 - Health & Welfare Benefits	2,023,207	765,755	1,011,604	(245,849)	-24%	
22	3501 - Unemployment Insurance	69,683	45,609	46,620	(1,011)	-2%	
23	3601 - Workers Comp Insurance	174,400	84,561	87,200	(2,639)	-3%	
24	3701 - 403(B) Retirement Match	103,746	26,322	48,281	(21,959)	-45%	Less staff taking advantage of 403(B) matching plan
25	3999 - Accrued Paid Time Off	123,066	35,627	57,984	(22,357)	-39%	Variance due to employees taking less vacation during summer break, variance will average out as staff takes PTO through out the year
26	Total Benefits	4,590,620	1,723,829	2,223,989	(500,160)	-22%	
27	Total Salaries & Benefits	17,905,742	7,292,067	8,504,112	(1,212,045)	-14%	
28							
29	4100 - Approved Textbooks and Core Curricula Mater	133,000	98,394	115,000	(16,606)	-14%	
30	4200 - Books and Other Reference (Faculty and Staff	11,000	383	-	383	-100%	
31	4315 - Custodial Supplies	100,000	15,789	33,742	(17,953)	-53%	
32	4325 - Instructional Materials & Supplies	269,001	174,977	186,059	(11,082)	-6%	
33	4330 - Office Supplies	3,300	501	1,667	(1,166)	-70%	
34	4410 - Furniture, Equipment & Supplies (non-capitaliz	29,000	22,132	29,000	(6,868)	-24%	
35	4420 - Computers and IT Supplies (non-capitalized)	204,192	43,132	66,898	(23,766)	-36%	Reimbursement from MWF for HS Gym build out
36	4710 - Student Food Services	415,000	176,700	181,551	(4,851)	-3%	
37	4910 - Emergency Supplies	10,000	10,552	10,000	552	6%	
38	4990 - Contingency	7,000	-	-	-	-100%	
39	Total Supplies	1,181,493	542,560	623,917	(81,357)	-13%	
40	5210 - Conference and Professional Development	109,775	47,761	48,000	(239)	0%	
41	5215 - Travel - Mileage, Parking, Tolls	12,625	1,270	7,125	(5,855)	-82%	
42	5220 - Travel - Airfare & Lodging	34,525	16,794	15,312	1,482	10%	
43	5225 - Travel - Meals	22,800	1,390	17,127	(15,737)	-92%	
44	5305 - Professional Dues & Memberships	23,600	5,498	7,000	(1,502)	-21%	
45	5421 - General Liability Insurance	476,925	248,039	248,039	-	0%	
46	5510 - Utilities - Gas and Electric	485,500	288,276	287,545	731	0%	
47	5515 - Janitorial and Gardening Services	662,862	291,768	295,512	(3,744)	-1%	
48	5525 - Utilities - Waste	60,000	28,606	30,057	(1,451)	-5%	
49	5530 - Utilities - Water	96,000	33,579	47,753	(14,174)	-30%	
50	5605 - Equipment Leases and Rentals	148,800	62,031	79,459	(17,428)	-22%	
51	5610 - Occupancy Rent	1,840,838	920,420	920,418	2	0%	
52	5612 - Facilities Use Fees	23,500	7,487	10,000	(2,513)	-25%	
53	5615 - Repairs and Maintenance - Building	281,000	161,032	160,000	1,032	1%	

**MWA - "School" YTD Actuals vs. Budget
December 2022**

	A	B	C	D	E	F	G
6	MWA Spending Budget	1st Interim Budget FY2023	07.01.22 - 12.31.22- Actuals	07.01.22 - 12.31.22- 1st Interim Budget	Variance	% Variance	Notes
54	5617 - Repairs and Maintenance - Non-computer Equ	3,000	2,827	-	2,827	-100%	
55	5618 - Repairs & Maintenance - Auto	6,500	4,081	6,500	(2,419)	-37%	
56	5806 - County Oversight Fees	107,000	-	-	-	-100%	
57	5810 - Contracted Services	772,617	136,268	151,763	(15,495)	-10%	
58	5810.001 - Food Service Administration	1,000	-	-	-	-100%	
59	5810.003 - Student Transportation	242,500	93,788	94,674	(886)	-1%	
60	5810.004 - Intervention & Consultation	82,500	37,500	37,500	-	0%	
61	5810.005 - Psychological Services	613,065	333,902	333,903	(1)	0%	
62	5810.006 - Substitute Teachers	125,000	72,278	71,821	457	1%	
63	5810.007 - Interscholastic - Coaches	-	-	-	-	-100%	
64	5810.008 - Information Technology	760,474	563,754	568,447	(4,693)	-1%	
65	5811 - Student Exams Fees	17,000	(87)	-	(87)	-100%	
66	5821 - Printing and Reproduction	29,000	26,425	26,160	265	1%	
67	5840 - Study Trip - Entrance, Admission, & Ticket Fee	43,000	7,513	12,616	(5,103)	-40%	
68	5851 - Continuing Education Support	112,750	69,339	79,620	(10,281)	-13%	
69	5897 - Special Education	441,290	224,941	227,278	(2,337)	-1%	
70	5898 - Use Tax	1,000	-	-	-	-100%	
71	5905 - Company Cell Phones	35,200	21,503	20,029	1,474	7%	
72	5910 - Internet	138,600	41,302	42,187	(885)	-2%	
73	5915 - Postage and Delivery	22,000	8,395	8,596	(201)	-2%	
74	5920 - Landlines and Office Based Phones	7,800	3,722	-	3,722	-100%	
75	6900 - Depreciation and Amortization	25,000	9,100	12,501	(3,401)	-27%	
76	INCO.EXP - 5895 MWAS (Central Office) Fees	1,309,643	654,822	654,822	-	0%	
77	Total Contract Services	9,174,689	4,425,324	4,521,764	(96,440)	-2%	
78							
79	Total Salaries & Benefits	17,905,742	7,292,067	8,504,112	(1,212,045)	-14%	
80	Total Supplies	1,181,493	542,560	623,917	(81,357)	-13%	
81	Total Contract Services	9,174,689	4,425,324	4,521,764	(96,440)	-2%	
82	Total Expenses	28,261,924	12,259,951	13,649,793	(1,389,842)	-10%	

**MWA Central Office YTD Actuals vs. Budget
December 2022**

	A	B	C	D	E	F	G
1	MWA Central Office FY2023 Spending Budget Tracking Report		Monthly Executive Summary				
2	Actuals vs. Cycled Budget		1. Spending -4% under budget				
3			2. Spending is on track on non-personnel expenses				
4							
5							
6	MWAS (Central Office) Spending Budget	1st Interim Budget FY2023	07.01.22 - 12.31.22- Actuals	07.01.22 - 12.31.22- 1st Interim Budget	Variance	% Variance	Notes
7	1409 - Special Temporary COLA	205,000	87,000	93,958	(6,958)	-7%	
8	2300 - Classified Supervisor & Administrator Salaries	2,029,524	919,371	961,885	(42,514)	-4%	Variance from the following: • HR Generalist Vacancy • Director of Talent Vacancy
9	2400 - Classified Clerical and Office Salaries	202,908	90,329	94,430	(4,101)	-4%	Savings from Outreach & Marketing Coordinator vacancy
10	Total Salaries	2,437,432	1,096,700	1,150,273	(53,573)	-5%	
11	3101 - State Teachers Retirement System (STRS)	69,177	30,849	32,027	(1,178)	-4%	
12	3301 - Social Security and Medicare	155,381	61,434	72,312	(10,878)	-15%	
13	3401 - Health & Welfare Benefits	292,837	152,355	146,418	5,937	4%	
14	3501 - Unemployment Insurance	12,668	8,649	8,488	161	2%	
15	3601 - Workers Comp Insurance	31,687	15,940	15,843	97	1%	
16	3701 - 403(B) Retirement Match	74,810	33,054	34,815	(1,761)	-5%	
17	3999 - Accrued Paid Time Off	98,948	(2,932)	46,621	(49,553)	-106%	Variance will average out as staff takes PTO through out the year
18	Total Benefits	735,508	299,349	356,524	(57,175)	-16%	
19	Total Salaries & Benefits	3,172,940	1,396,049	1,506,797	(110,748)	-7%	
20							
21	4200 - Books and Other Reference (Faculty and Staff	1,700	-	1,700	(1,700)	-100%	
22	4330 - Office Supplies	9,900	5,724	5,000	724	14%	
23	4390 - Other Food	2,000	-	-	-	-100%	
24	4410 - Furniture, Equipment & Supplies (non-capitaliz	1,000	-	-	-	-100%	
25	4420 - Computers and IT Supplies (non-capitalized)	19,450	356	3,372	(3,016)	-89%	
26	4990 - Contingency	30,000	-	-	-	-100%	
27	Total Supplies	64,050	6,080	10,072	(3,992)	-40%	
28	5210 - Conference and Professional Development	26,000	3,479	-	3,479	-100%	
29	5215 - Travel - Mileage, Parking, Tolls	4,200	435	2,371	(1,936)	-82%	
30	5220 - Travel - Airfare & Lodging	11,500	2,545	2,500	45	2%	
31	5225 - Travel - Meals	4,700	488	3,530	(3,042)	-86%	
32	5305 - Professional Dues & Memberships	28,500	24,243	23,000	1,243	5%	
33	5605 - Equipment Leases and Rentals	6,200	2,528	3,311	(783)	-24%	
34	5803 - Accounting Fees	30,000	27,038	26,289	749	3%	
35	5804 - Legal Fees	70,000	68,826	38,186	30,640	80%	Legal research on various issues

**MWA Central Office YTD Actuals vs. Budget
December 2022**

	A	B	C	D	E	F	G
		1st Interim Budget FY2023	07.01.22 - 12.31.22- Actuals	07.01.22 - 12.31.22- 1st Interim Budget	Variance	% Variance	Notes
6	MWAS (Central Office) Spending Budget						
36	5810 - Contracted Services	315,950	125,125	118,085	7,040	6%	
37	5810.002 - Student Information & Assessment	66,800	43,902	43,955	(53)	0%	
38	5810.004 - Intervention & Consultation	5,000	-	-	-	-100%	
39	5810.005 - Psychological Services	5,000	-	-	-	-100%	
40	5810.008 - Information Technology	101,004	29,778	31,218	(1,440)	-5%	
41	5820 - Recruiting - Students	10,000	-	-	-	-100%	
42	5821 - Printing and Reproduction	2,500	-	2,255	(2,255)	-100%	
43	5850 - Staff Recruitment	92,250	52,483	50,000	2,483	5%	
44	5851 - Continuing Education Support	25,000	-	856	(856)	-100%	
45	5853 - Payroll Processing Fees	68,000	22,314	28,620	(6,306)	-22%	
46	5905 - Company Cell Phones	7,500	7,659	4,268	3,391	79%	
47	5915 - Postage and Delivery	3,750	2,023	1,465	558	38%	
48	5992 - Bank fees (not interest charges)	1,000	12	122	(110)	-90%	
49	Total Contract Services	884,854	412,878	380,031	32,847	9%	
50							
51	Total Salaries & Benefits	3,172,940	1,396,049	1,506,797	(110,748)	-7%	
52	Total Supplies	64,050	6,080	10,072	(3,992)	-40%	
53	Total Contract Services	884,854	412,878	380,031	32,847	9%	
54	Total Expenses	4,121,844	1,815,007	1,896,900	(81,893)	-4%	

Making Waves Academy
 FY2023

	A	B	C	D
1		Making Waves Academy		
2		Statement of Financial Position		
3				
4				
5				
6				
7		06/30/2022	12/31/2022	
8		Actual	Actual	Period Diff
9	Assets			
10	Current Assets			
11	Cash and Cash Equivalents			
12	9120.100 - *2535 BB Operating	5,105,708	5,798,869	(693,161)
13	9120.101 - *5882 BB ZBA Payroll	(202,129)	(194,450)	(7,679)
14	9120.300 - *3822 MWA Chase - Operations Cash	83,729	88,885	(5,156)
15	9120.301 - *3798 MWA Chase - Fundraising and Club Monies	117,888	128,087	(10,199)
16	Total Cash and Cash Equivalents	5,105,196	5,821,391	(716,195)
17	Accounts Receivable, Net			
18	Accounts Receivable			
19	9210 - Accounts Receivable (not grants or pledges)	4,099,454	1,129,077	2,970,377
20	Total Accounts Receivable	4,099,454	1,129,077	2,970,377
21	Total Accounts Receivable, Net	4,099,454	1,129,077	2,970,377
22	Other Current Assets			
23	Prepaid Expenses			
24	9331 - Prepaid and Deposits - Current Portion (non-employee)	310,496	431,924	(121,428)
25	Total Prepaid Expenses	310,496	431,924	(121,428)
26	Total Other Current Assets	310,496	431,924	(121,428)
27	Total Current Assets	9,515,146	7,382,392	2,132,754
28	Long-term Assets			
29	Property & Equipment			
30	9460 - Leasehold Improvements	435,813	435,813	-
31	9470 - Vehicles	22,400	22,400	-
32	9461 - AD - Leasehold Improvements	(148,118)	(157,218)	9,100
33	9471 - AD - Vehicles	(22,400)	(22,400)	-
34	Total Property & Equipment	287,695	278,595	9,100
35	Total Long-term Assets	287,695	278,595	9,100
36	Total Assets	9,802,841	7,660,987	2,141,854

Making Waves Academy
 FY2023

	A	B	C	D
1		Making Waves Academy		
2		Statement of Financial Position		
3				
4				
5				
6				
7		06/30/2022	12/31/2022	
8		Actual	Actual	Period Diff
37	Liabilities and Net Assets			
38	Liabilities			
39	Short-term Liabilities			
40	Accounts Payable			
41	9500 - Accounts Payable	848,453	426,445	422,008
42	9500.999 - Employee Expense Payables	23,398	-	23,398
43	9520.497 - CC*6315 Chase	33,678	31,285	2,393
44	Total Accounts Payable	905,529	457,730	447,799
45	Accrued Liabilities			
46	9601 - Payroll Liabilities	282,319	-	282,319
47	9602 - Benefits Liabilities	72,641	40,220	32,421
48	9603 - Accrued Paid Time Off Liability	522,582	555,277	(32,695)
49	9620 - Funds Held for Others (Student Groups and Agencies)	25,272	24,585	687
50	9625 - Funds Held for Chromebook	70,740	54,540	16,200
51	9630 - Funds Held for Summer Holdback	281,164	159,438	121,726
52	Total Accrued Liabilities	1,254,718	834,060	420,658
53	Deferred Revenue	651,790	953,581	(301,791)
54	Total Short-term Liabilities	2,812,037	2,245,371	566,666
55	Total Liabilities	2,812,037	2,245,371	566,666
56				
57	Net Assets			
58	9800 - Equity			
59	Beginning Net Assets*	5,683,834	6,990,804	(1,306,970)
60	Change In Net Assets**	1,306,970	(1,575,188)	2,882,158
61	Total Net Assets	6,990,804	5,415,616	1,575,188
62	Total Liabilities and Net Assets	9,802,841	7,660,987	2,141,854
63				
64				
65				
66				
67				
68				
69				
70	* Beginning net assets refer to the net assets on the first day of the fiscal year.			
71	** Change in net assets refer to the changes in net assets between the first day of the fiscal year and the balance sheet date.			

	A	B	S	T	U	V	W
5							
6	MWA Revenue Budget	1st Interim Budget FY2023	07.01.22 - 12.31.22 - Actuals	07.01.22 - 12.31.22 1st Interim Budget	Variance	% Variance	Notes
7	Revenue						
8	8011 - State Aid - General Apportionment	7,109,318	2,457,071	2,457,073	2	0%	
	8012 - Prop 30 - Education Protection Account						
9	Entitlement	2,960,608	701,262	701,262	-	0%	
10	8096 - In Lieu of Property Taxes	3,176,496	-	-	-	0%	
11	8181 - Federal - Special Education	128,250	-	-	-	0%	
12	8220 - Federal - Child Nutrition Programs	297,361	89,795	89,794	(1)	0%	
	8230 - Federal - American Rescue Plan - Homeless Children and Youth II	3,000	1,668	1,668	-	0%	
	8262 - Federal - Elementary and Secondary School Relief II (ESSER II)	454,353	102,318	102,317	(1)	0%	
	8263 - Federal - Elementary and Secondary School Relief III (ESSER III)	300,000	248,312	248,313	1	0%	
16	8290 - Federal - Title I - Basic Grant	364,657	-	-	-	0%	
	8295 - Federal - Title II - Teacher and Principal Training	50,572	-	-	-	0%	
18	8296 - Federal - Title III - LEP	42,908	-	-	-	0%	
	8297 - Federal - Title IV, Part A - Student Support	23,000	-	-	-	0%	
20	8311 - State - Special Education	841,320	374,173	369,260	(4,913)	-1%	
	8312 - State - Special Education - Level 1 Mental Health Funding	-	22,356	17,982	(4,374)	-24%	
22	8313 - State - Special Education - Level 2 Mental Health Funding	41,000	-	-	-	0%	
	8314 - State - Special Education - Level 3 Mental Health Funding	26,000	-	-	-	0%	
24	8319 - State - Other Revenues - Prior Years	1,200,000	57,227	-	(57,227)	0%	E-Rate reimbursement grant from prior FY for Internet Hot Spot Devices
25	8520 - State - Child Nutrition Programs	180,404	58,835	58,834	(1)	0%	
26	8525 - State - Expanded Learning Opportunities Grant	207,393	187,398	187,398	-	0%	
	8526 - State - Expanded Learning Opportunities Program	332,310	539,758	539,760	2	0%	
28	8527 - State - Educator Effectiveness	80,527	241,580	241,580	-	0%	
	8528 - State - A-G Completion Improvement Grant	96,154	291,377	291,377	-	0%	
30	8529 - State - One-Time Block Grant	-	-	-	-	0%	
	8530 - State - Teacher Residency Expansion Grant	125,000	315,000	315,000	-	0%	
32	8545 - State - School Facilities	1,311,597	-	-	-	0%	
33	8550 - State - Mandate Block Grant	28,751	31,151	31,151	-	0%	
34	8560 - State - Lottery	243,162	3,032	3,031	(1)	0%	
35	8592 - State - After School Program Grant	-	-	-	-	0%	
36	8595 - State - Ethnic Studies	-	11,888	11,888	-	0%	
37	8621 - Local - Parcel Taxes	322,798	-	-	-	0%	
38	8980 - Contributions - Unrestricted	1,200,000	1,110,747	1,109,014	(1,733)	0%	
39	8981 - John Regina Scully (JRS)	9,864,186	5,000,000	5,000,000	-	0%	
40	8986 - School Supply Fund Donations	6,000	-	-	-	0%	
41	8988 - In-Kind Donations	9,000	-	-	-	0%	
42	8990 - Contributions - Restricted	100,000	-	-	-	0%	
43							
45	Total Revenues	31,126,125	11,844,948	11,776,702	(68,246)	-1%	
46							
49	YTD Revenue Non-SRE						
137							
138	MWA Non-SRE Revenue						
139							
140	Total Governmental Revenue	19,946,939	5,722,313				
141	Total Grants and non-SRE donations	1,315,000	1,110,747				
142	Total external sources of revenue	21,261,939	6,833,060				
143							
144	Cumulative Revenues		6,833,060				
145	% of FY2023 Annual budget		32%				
146							
147							
148	Total student count (EOM) - 96% ADA		1079				
149							
150	Governmental revenue/student		\$5.303				
151	Grants and non-SRE donations/student		\$1.029				
152	Total external revenues per student		\$6.333				

**Cash Flow Projection
2022-23**

	A	E	F	G	H	I	J	K	L	M	N	O	P	AL
		Actual	Actual	Actual	Actual	Actual	Actual	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate
		Jul-22	Aug-22	Sep-22*	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23*	Apr-22	May-23	Jun-23**	Total
9														
10	Descriptions													
52	Beginning Cash	5,105,196	5,074,252	3,251,791	3,760,796	3,732,240	6,472,785	5,821,391	6,359,407	5,709,208	7,252,512	5,448,059	3,864,239	5,105,196
53														
54	Cash In													
55	Government	1,345,937	449,430	490,886	1,635,002	938,158	874,788	2,897,428	1,477,975	1,286,984	1,143,262	1,018,591	5,116,058	18,674,499
56	Donation (Non-SRE)	5,516	2,249	439	259	1,100,330	1,955	47,737	596	5,014	524	634	149,748	1,315,000
57	Dividend & Realized Gains/Loss on Investments & Sale of Fixed Assets	-	-	-	-	-	-	-	-	-	-	-	-	-
58	JRSF	-	-	2,500,000	-	2,500,000	-	-	-	2,500,000	-	-	2,364,186	9,864,186
59	Total Cash In	1,351,453	451,679	2,991,325	1,635,261	4,538,488	876,743	2,945,166	1,478,570	3,791,998	1,143,786	1,019,224	7,629,992	29,853,685
60														
61	Cash Out***													
62	MWA	1,335,503	2,037,917	2,292,839	1,853,085	2,070,920	1,963,666	2,494,129	1,967,071	2,159,718	2,605,932	2,187,167	3,267,151	26,235,100
63	MWAS (Central Office)	235,183	290,668	391,037	267,344	324,690	315,197	302,296	273,399	327,795	422,539	342,844	518,703	4,011,695
64	Total Cash Out	1,570,686	2,328,585	2,683,876	2,120,429	2,395,610	2,278,863	2,796,425	2,240,470	2,487,513	3,028,471	2,530,011	3,785,854	30,246,795
65														
66	Net Change In Cash (In - Out)	(219,233)	(1,876,906)	307,449	(485,168)	2,142,878	(1,402,120)	148,741	(761,900)	1,304,485	(1,884,685)	(1,510,787)	3,844,138	(393,110)
111														
112	Net Change in Cash from Operating Activities	(30,944)	(1,822,461)	509,006	(28,556)	2,740,545	(651,395)	538,016	(650,198)	1,543,304	(1,804,454)	(1,583,819)	5,466,134	4,225,177
113														
114	Ending Cash	5,074,252	3,251,791	3,760,796	3,732,240	6,472,785	5,821,391	6,359,407	5,709,208	7,252,512	5,448,059	3,864,239	9,330,373	9,330,373
115														
119														
120														
121	Date Needed			9/15/2022		11/15/2022				3/15/2023			6/15/2023	
122														
123	Notes:													
124	*Three payrolls Funded													
125														
126	** June funding estimate is based on Board approved budget in June 2023 and likely to change according to actuals.													
127														
128	***Does not include non-cash items (i.e.: vacation, depreciation, and MWAS (Central Office) Fees to school)													

Coversheet

Review the 2021-22 School Accountability Report Card (SARC)

Section: III. Non-Action Items
Item: B. Review the 2021-22 School Accountability Report Card (SARC)
Purpose: FYI
Submitted by: Carmen Velarde
Related Material: MWA - SARC for 2021-22.pdf

BACKGROUND:

In compliance with the CDE, the MWA Board will review and have an opportunity discuss and ask questions about the SARC for MWA for the 2021-22 school year.

RECOMMENDATION:

I recommend that the board review the SARC before-hand and ask clarifying questions. Please note that some data has yet to be released by the CDE.

Making Waves Academy

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Making Waves Academy
Street	4123 Lakeside Drive
City, State, Zip	Richmond, CA 94806-1942
Phone Number	510.262.1511
Principal	Alton B. Nelson Jr., CEO
Email Address	mwainfo@mwacademy.org
School Website	https://www.makingwavesacademy.org/
County-District-School (CDS) Code	07100740114470

2022-23 District Contact Information

District Name	Making Waves Academy
Phone Number	925.942.3343
Superintendent	Lynn Mackey
Email Address	lmackey@cccocoe.k12.ca.us
District Website Address	www.cocoschools.org

2022-23 School Overview

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

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

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

MWA recognizes that schools with higher proportions of students from economically distressed communities require additional resources to compensate for the challenges they face. MWA invests in our students by providing resources to support students’ social-emotional well-being and academic development. To support the structure of our core day and enrichment programs, the typical school day is from 8:30am – 2:55pm for 5th-6th grades and 8:30am -- 3:30pm for 7th-12th grades. Extended day programming exist in the middle school and most academic intervention occurs during a Differentiated Tier Instruction period embedded within the academic school day. The master schedule accommodates student participation in interscholastic athletics, clubs, field lessons, and academic support, as well as teacher planning and collaboration time.

2022-23 School Overview

At MWA, instructional activities are aligned to California Common Core Standards. The MWA curriculum includes language arts, math, science, history/social science, health and wellness, second languages, music, fine and performing arts and social emotional education. MWA Upper School courses in grades nine through twelve follow the California State A-G requirements, which emphasize college-readiness. The upper school also offers Advanced Placement (AP) courses in math and history. For four out of the last six years MWA has been recognized by Innovate Public Schools as one of the top performing high schools in the Bay Area in the subjects of English and Math.

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	164
Grade 6	167
Grade 7	166
Grade 8	162
Grade 9	175
Grade 10	102
Grade 11	103
Grade 12	85
Total Enrollment	1124

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
American Indian or Alaska Native	0.2
Asian	2.1
Black or African American	7.2
Filipino	0.2
Hispanic or Latino	85.9
Two or More Races	1.3
White	0.9
English Learners	30.5
Foster Youth	0.3
Socioeconomically Disadvantaged	84.9
Students with Disabilities	7.6

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.20	56.06	161.30	52.88	228366.10	83.12
Intern Credential Holders Properly Assigned	7.00	11.46	18.40	6.06	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	11.00	18.00	69.50	22.80	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	8.00	13.09	33.70	11.07	12115.80	4.41
Unknown	0.80	1.39	21.90	7.19	18854.30	6.86
Total Teaching Positions	61.10	100.00	305.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

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

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	3.00	
Misassignments	8.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	11.00	

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	8.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	8.00	

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15.10	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	23.50	

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Expository Reading & Writing Course (CSU Expository Reading) Springboard Levels 1-6 (College Board) 5th Reading Wonders (Houghton Mifflin) 2017 Thank You For Arguing (Penguin Random House) Princeton Review AP English Literature & Composition Prep, 2022	Yes	0.0

	ELD: Springboard ELD (College Board) Reading Wonders		
Mathematics	Calculus – 4th Edition (Pearson) 2014 Springboard (College Board) AP Statistics & Data Analysis (NGL/Cengage) 2017 Math Expressions (McGraw Hill) 2017 Open Up Math	Yes	0.0
Science	Biology (Glencoe Science-(McGraw Hill) 2012 Glencoe Physical Science-(McGraw Hill) Meyers AP Psychology (MacMillan Learning) 2016 CA Science (Pearson) CA Focus on Earth Science (Pearson) CA Life Science (Pearson) CA Physical Science (Pearson) Glencoe Earth Science (McGraw Hill) 2017 DHO Health Science (NGL / Cengage) 2017 Body Structure Functions (NGL / Cengage) 2017 Medical Terminology for Health-(Cengage)	Yes	0.0
History-Social Science	US Government and Politics (College Board) 2015 The Lanahan Readings in the American Polity: Ann G. Serow, Everett 2016 Econ Alive! (TCI) 2015 Government Alive! Power, Politics and You (TCI) 2015 The American Democracy 2015 CA The Americans 2013 CA Modern World History (Houghton Mifflin Harcourt) 2011 Kaplan AP History 2015 Social Studies Alive! (TCI) History Alive! The Ancient World (TCI) History Alive! The Medieval World (TCI) History Alive! US Through Industrial Discovery Ed Princeton Review AP U.S. Government & Politics Premium Prep, 2022 Princeton Review AP U.S. History Premium Prep, 2022 Harrison, American Democracy Now, 2017 American History (Houghton Mifflin Harcourt) 2018 The American Pageant (Cengage)	Yes	0.0
Foreign Language	Triangulo aprobado-(Wayside Publishing) EntreCulturas 1(Wayside Publishing) EntreCulturas 2 (Wayside Publishing) EntreCulturas 3 (Wayside Publishing) Princeton Review AP Spanish Language & Culture Prep, 2022	Yes	0.0
Health	Life Time Health Study – Classroom Set Life Skills Health – Classroom Set 2011		0.0
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

The school participates in regular inspection and maintenance of the facility. Due to school closures due to the COVID-19 pandemic, the facilities had not been in regular use for over a year. However the facilities team used the time during the school closure to work on general maintenance and improvements in order for the facilities to be in excellent conditions once in person instruction resumed. Now that students are back on campus we have seen general wear and tear in the facilities, but the team continues to monitor and address issues as they occur or are reported.

Year and month of the most recent FIT report 7/25/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	47	N/A	45	N/A	47
Mathematics (grades 3-8 and 11)	N/A	15	N/A	21	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	760	752	98.95	1.05	39.10
Female	389	386	99.23	0.77	45.08
Male	371	366	98.65	1.35	32.79
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	80.00
Black or African American	62	61	98.39	1.61	44.26
Filipino	--	--	--	--	--
Hispanic or Latino	635	629	99.06	0.94	38.16
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	35	97.22	2.78	28.57
White	--	--	--	--	--
English Learners	227	225	99.12	0.88	11.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	631	623	98.73	1.27	38.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	58	96.67	3.33	18.97

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	760	751	98.82	1.18	14.51
Female	389	385	98.97	1.03	13.77
Male	371	366	98.65	1.35	15.30
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	46.67
Black or African American	62	61	98.39	1.61	16.39
Filipino	--	--	--	--	--
Hispanic or Latino	635	628	98.90	1.10	13.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	35	97.22	2.78	8.57
White	--	--	--	--	--
English Learners	227	224	98.68	1.32	3.13
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	631	622	98.57	1.43	14.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	58	96.67	3.33	1.72

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	20.00	19.22	N/T	0.00	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	419	411	98.09	1.91	19.22
Female	212	208	98.11	1.89	20.19
Male	207	203	98.07	1.93	18.23
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	24	23	95.83	4.17	17.39
Filipino	--	--	--	--	--
Hispanic or Latino	360	354	98.33	1.67	17.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	27	26	96.30	3.70	30.77
White	0	0	0	0	0
English Learners	115	112	97.39	2.61	2.68
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	337	331	98.22	1.78	20.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	30	100.00	0.00	10.00

2021-22 Career Technical Education Programs

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

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

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

Our Career Technical Education (CTE) program is compliant with our school nondiscrimination policy.

MWA does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, citizenship, immigration status, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

MWA adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

MWA is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). MWA also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race or ethnicity, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. MWA does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which MWA does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. MWA will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. The lack of English language skills will not be a barrier to admission or participation in MWA's programs or activities. MWA prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report any act of such misconduct to the Coordinator: Dean of Students, 4123 Lakeside Drive Richmond, CA 94806 Ph. (510) 262-1511. Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	142
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	11
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.78
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	100

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	86	100	99	100	100
Grade 7	96	96	94	93	97
Grade 9	92	91	91	91	91

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Making Waves Academy (MWA) actively works to involve parents in their children's education in meaningful ways. Parents serve as appointed members of our MWA Board, and as elected parent leaders to the English Learner Advisory Committee. Parents are also the majority of participants in our LCAP Advisory Group, which reviews progress on our LCAP goals and advises on the creation of the new LCAP. These governance groups meet monthly and information regarding the dates, times and locations can be found at the front office of both the middle school and upper school, by calling (510) 262-1511, and by visiting our website at makingwavesacademy.org. The greater parent community is encouraged to participate in these meetings along with general parent meetings sessions and workshops.

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

Opportunities for parents to be involved include: Participating on the English Language Advisory Committee, participating in the LCAP Advisory Group, serving on the MWA School Board, participating in the WASC and LCAP engagement sessions, attending Saturday Parent Meetings, chaperoning study trips, managing or supporting classroom events, grade-level events or school-wide events. Annual events which parents support (limited or virtual during Covid-19 pandemic) are as follows: Lunar New Year celebration, Dia de Los Muertos celebration, 8th grade graduation, My Very Own Library initiative, National History Day and Science Fairs, Saturday Parent Meetings, English Learner reclassification ceremony graduation, Black/African American Student Achievement Initiative, managing or supporting grade-level or classroom fundraisers, helping to prepare family mailings, organizing special events (e.g. a carnival or talent show), assisting with school-sponsored charitable projects (e.g. the annual food bank & toy drives), providing traffic control for arrival, dismissal, parent meetings and other events, participating in parent feedback surveys, referring families to the lottery process, participating in Back to School Day orientation events by providing parents and families with an overview of school courses and supplemental program curricula), and participating in student led advisory family conferences.

Parents are also employed at the school in a variety of support positions such as our Food Services Coordinator, Office Administrator, and Campus Supervisors. MWA also provides a Parent Engagement Center as a central location for parents to receive information regarding social services, on-campus volunteer opportunities and community involvement. At this time, due to Covid-19, the Parent Engagement Center is closed.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate	5.6	5.6	6.2	8.9	5.4	3.6	8.9	9.4	7.8
Graduation Rate	94.4	94.4	86.6	84	87.9	91.2	84.2	83.6	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	97	84	86.6
Female	51	45	88.2
Male	46	39	84.8
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	93	82	88.2
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	0	0	0.0
English Learners	19	12	63.2
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	95	83	87.4
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	0	0	0.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1142	1133	643	56.8
Female	585	582	332	57.0
Male	557	551	311	56.4
American Indian or Alaska Native	2	2	0	0.0
Asian	30	29	12	41.4
Black or African American	97	96	64	66.7
Filipino	5	5	1	20.0
Hispanic or Latino	976	972	548	56.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	17	15	10	66.7
White	15	14	8	57.1
English Learners	351	348	221	63.5
Foster Youth	5	5	5	100.0
Homeless	16	16	10	62.5
Socioeconomically Disadvantaged	972	965	555	57.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	94	92	58	63.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.93	0.11	0.20
Expulsions	0.00	0.03	0.00

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	9.81	2.96	4.04	2.45	3.17
Expulsions	0.19	0.09	0.03	0.02	0.05	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.81	0.09
Female	5.30	0.00
Male	14.54	0.18
American Indian or Alaska Native	6.67	0.00
Asian	0.00	0.00
Black or African American	27.84	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.79	0.10
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	23.53	0.00
White	13.33	0.00
English Learners	8.55	0.28
Foster Youth	0.00	0.00
Homeless	6.25	0.00
Socioeconomically Disadvantaged	10.08	0.10
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.45	0.00

2022-23 School Safety Plan

The Making Waves Academy School Emergency Response Plan (updated February 2022) meets the requirements of the State of California and the County of Contra Costa. This plan identifies MWA responsibilities associated with natural disaster, human caused emergencies, and technological incidents. It includes but is not limited to:

Campus:

- Visitors sign in at the office, submit to a basic & brief background screening process, and wear a visitor identification badge while on campus
- All staff and students wear lanyard with ID while on campus
- Students are supervised before school, during recesses, lunch breaks, and during dismissal and planned after-school activities

Classroom:

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

Staff:

- The Academy has 8 (eight) full time campus supervision positions and a Facilities & Safety Coordinator, supervised by the Facility & Safety Manager
- All staff receive first aid and CPR certification every two years
- All staff are trained on emergency procedures

COVID Response:

- Face masks required at all times indoors
- COVID testing for all students and staff prior to start of school and return from breaks
- Increased air ventilation

Additionally:

- Fire drills are held monthly for all grades
- Earthquake drills are held bi-monthly
- Shelter in Place, Lockdown and Evacuation drills are held 1-2 times annually
- Student emergency information cards are completed annually
- We have basic emergency response supplies, including food and water

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5	26	4	47	
6	27	3	53	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	5	23	4
Mathematics	26	17	12	4
Science	26	4	21	
Social Science	26	5	21	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	14	18	
Mathematics	22	18	17	
Science	25	6	22	
Social Science	26	6	21	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	33	27	
Mathematics	18	30	15	
Science	26	1	26	
Social Science	23	8	22	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	1124:1

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$23,994	\$3,693	\$20,302	\$66,623
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	82.5	

2021-22 Types of Services Funded

1. Federal Title I Basic Grant
2. Federal Title II Training
3. Federal Title III English Language Learners
4. Federal Title IV - Student Support And Academic Enrichment Every Student Succeeds Act
5. National School Lunch Program (NSLP) (Federal)
6. National School Lunch Program (NSLP) (State)
7. After School Education and safety (ASES) Program Grant
8. Prop 30 - Education Protection Account Entitlement
9. SB740 - School Facility Lease Reimbursement
10. State Lottery
11. Special Education (Federal)
12. Special Education (State)
13. Special Education - Level 1 Mental Health Funding
14. Special Education - Level 2 Mental Health Funding
15. Elementary and Secondary School Relief I (ESSER I)
16. Learning Loss Mitigation Funding (LLMF)

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,750	
Mid-Range Teacher Salary	\$59,427	
Highest Teacher Salary	\$90,681	
Average Principal Salary (Elementary)	N/A	
Average Principal Salary (Middle)	\$165,000	
Average Principal Salary (High)	\$165,000	
Superintendent Salary	\$288,000	
Percent of Budget for Teacher Salaries	18%	
Percent of Budget for Administrative Salaries	16%	

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	27.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	1
Fine and Performing Arts	
Foreign Language	2
Mathematics	3
Science	
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	10

Professional Development

The Professional Development Program at Making Waves Academy has been developed to target key areas for staff learning in a comprehensive and differentiated way. Our Professional Development pedagogy for faculty centers on the "4Rs": Relationships, Relevance, Rigor and Results. This year, we continue to prioritize: 1. dynamic, data driven instruction, 2. cultivating 21st century teachers and scholars and 3. implementing restorative practices.

Professional Development and opportunities for faculty to collaborate and share their practice in content and grade level teams, as well as in Professional Learning Communities (PLCs), occurs regularly throughout the school year, during professional development time, common planning time, and after school. The selection of topics and their frequency is determined, in part, through an analysis of student achievement data, observational data, and staff survey results. Professional Development takes place formally in a 1.5 hour window each Friday afternoon throughout the school year and for the two weeks before school starts each summer. Additionally, there are three all-day professional development sessions scheduled to align with the beginning of each new quarter. Teachers receive individualized support from their content and grade level leads, Academic Intervention Services Coordinators, as well as from the Academic Instruction Team, who observes formally and informally across the year and provides written and verbal feedback with each observation.

Making Waves Academy also provides comprehensive professional development for our mid-level leaders. Examples include Content Leads, Grade Level Leads, Lead Teachers, and Coordinators. They receive ongoing professional development through regularly scheduled Professional Learning Communities (PLCs) meetings. This group also receives ongoing support and training in the areas of social-emotional learning and cultural competency.

Additionally, both faculty and staff are encouraged to attend off-site, virtual, Professional Development opportunities in the forms of conferences, seminars and external school site visits. Our goal for faculty and staff is to attend at least one off-site Professional Development opportunity each year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	7

Coversheet

Approve Minutes: December 8, 2022 Board Meeting

Section: IV. Action Items
Item: B. Approve Minutes: December 8, 2022 Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for December Board Meeting on December 8, 2022



Making Waves Academy

Minutes

December Board Meeting

Date and Time

Thursday December 8, 2022 at 10:30 AM

Location

Please click the link below to join the webinar:

[https://mwacademy.zoom.us/j/87855022048?
pwd=SVFZNGITbVVHb1NFYUd2WWNTaW8wQT09](https://mwacademy.zoom.us/j/87855022048?pwd=SVFZNGITbVVHb1NFYUd2WWNTaW8wQT09)

Passcode: 073032

Or One tap mobile :

US: +16694449171,,87855022048#,,, *073032# or
+16699006833,,87855022048#,,, *073032#

Or Telephone:

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

US: +1 669 444 9171 or +1 669 900 6833 or +1 719 359 4580 or +1 253 215 8782 or +1
346 248 7799 or +1 564 217 2000 or +1 646 931 3860 or +1 929 436 2866 or +1 301 715
8592 or +1 309 205 3325 or +1 312 626 6799 or +1 386 347 5053

Webinar ID: 878 5502 2048

Passcode: 073032

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

COMING SOON (to be posted by Wednesday, December 7)

- 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/3HmiHdx>

- HAGA CLIC AQUI para acceder el reporte escolar/CLICK HERE to access the school board report in Spanish: <https://bit.ly/3PcLxiC>

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 meeting during a proclaimed state of emergency by the State of California due to the COVID-19 pandemic.

Public Comment

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

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

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

Comentarios públicos

- *El público puede dirigirse a la Junta Directiva de la MWA con respecto a cualquier asunto dentro de la jurisdicción del tema materia por la Junta Directiva de la MWA.*
- *Bajo comentario público, los miembros del público pueden:*
 - *Hacer comentarios sobre los puntos del orden del día*
 - *Hacer comentarios sobre puntos no incluidos en el orden del día*
 - **Las presentaciones están limitadas a dos minutos cada una, o un total de veinte minutos para todos los oradores, o se puede acortar el límite de dos minutos.**
- *De acuerdo con la Ley Brown, la Junta Directiva de la MWA puede escuchar los comentarios, pero no discutirán ni tomarán medidas sobre los temas presentados. La respuesta de los miembros de la Junta Directiva a las declaraciones o preguntas de las personas que comentan temas que no figuran en el orden del día es muy limitada.*
- ***Mientras las reuniones se llevan a cabo virtualmente, los miembros del público que desean hablar durante la junta pueden presentar una solicitud para hablar antes de las 9:00 a.m. del día de la reunión de la junta o usar la función de levantar la mano durante las secciones de comentarios públicos de la reunión.***
 - ***Si desea enviar su solicitud de uso de la palabra antes de la reunión, envíe su solicitud por correo electrónico a ayarbrough@mwacademy.org 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 Klein (remote), Esther Hugo (remote), Janis Glover (remote), Jessica Laughlin (remote), Layla Naranjo, Margaret Watson (remote)

Directors Absent

Ana Barron

Directors who arrived after the meeting opened

Layla Naranjo, Margaret Watson

Guests Present

Alton B. Nelson Jr. (remote), Ashley Yarbrough (remote), Elizabeth Martinez (remote)

I. Opening Items

A. Call the Meeting to Order

Alicia Klein called a meeting of the board of directors of Making Waves Academy to order on Thursday Dec 8, 2022 at 10:34 AM.

B. Record Attendance

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

Last vote was held November 17th, 2022 for 30 days.

D. Remarks by Board President

Board President made remarks on the following:

- end of the semester
- feedback sessions with staff and parents

Margaret Watson arrived at 10:40 AM.

E. Public Comment

- Former student and member of the public made a public comment about re-admission.

II. Standing Reports

A. Mission Connection: Charter School Informational Video

Board viewed an informational video regarding public charter schools and offerings at Making Waves Academy.

B. ASB Update

Jamauri Thomas, Student Activities Coordinator and ASB Wave Representatives provided an update to the board.

Layla Naranjo arrived at 11:10 AM.

C. Deep Dive: Special Education

Director of Special Education, Karen Snider, provided an overview of Special Education at MWA including updates, priorities, and planning.

Board asked questions about the written materials and presentation slides.

D. CEO/Interim Principal Report & Discussion

CEO & Interim Principal provided written report and led a discussion about enrollment capacity for 2023-2024.

E. Q&A on Written School Reports

Board asked questions about the Written School Reports which covered our Major Student Learner Needs in the following areas/designations:

- ELD/ELAC Progress
- Math Intervention
- Literacy
- African American Achievement
- Overall Intervention Plan Progress

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

Board asked questions about the written Chief Operating Officer Report (COO) which covered:

- COO's Maternity Leave Coverage
- Key Updates (October-December)
- Team Priorities for Quarter 3

G.

Q&A on Written Finance Report (CFO)

Board had no questions regarding the Written Finance Report by the Chief Financial Officer (CFO).

H. Break

Board adjourned to a short break.

III. Non-Action Items

A. Advisory Committee Updates

- Board Member, Margaret Watson, provided an update on the Culture & Climate and Diversity, Equity, and Inclusion Advisory Committee.
- Board Member, Esther Hugo, provided an update on Curriculum and Instruction.

IV. Action Items

A. Approve Minutes: October 13, 2022 Board Meeting

Layla Naranjo made a motion to approve the minutes from October Board Meeting on 10-13-22.

Jessica Laughlin seconded the motion.

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

Roll Call

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

B. Approve Minutes: Special Board Meeting

Layla Naranjo made a motion to approve the minutes from Special Board Meeting on 11-17-22.

Janis Glover seconded the motion.

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

Roll Call

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

Roll Call

Esther Hugo Aye

C. Approve Minutes: Finance Advisory Committee Meeting

Layla Naranjo made a motion to approve the minutes from Finance Advisory Meeting on 11-16-22.

Janis Glover seconded the motion.

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

Roll Call

Margaret Watson Aye

Layla Naranjo Aye

Janis Glover Aye

Alicia Klein Aye

Jessica Laughlin Aye

Ana Barron Absent

Esther Hugo Aye

D. Approve Minutes: Audit Advisory Committee Meeting

Janis Glover made a motion to approve the minutes from Audit Committee Meeting on 11-29-22.

Jessica Laughlin seconded the motion.

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

Roll Call

Margaret Watson Aye

Esther Hugo Aye

Layla Naranjo Aye

Jessica Laughlin Aye

Alicia Klein Aye

Janis Glover Aye

Ana Barron Absent

E. Global Office Inc.

Esther Hugo made a motion to approve the Global Office Inc. agreement.

Jessica Laughlin seconded the motion.

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

Roll Call

Layla Naranjo Aye

Jessica Laughlin Aye

Alicia Klein Aye

Margaret Watson Aye

Ana Barron Absent

Esther Hugo Aye

Janis Glover Aye

F. First Interim Budget (2022-2023)

Janis Glover made a motion to approve the First Interim Budget (2022-2023).

Layla Naranjo seconded the motion.

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

Roll Call

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

G. 2021-22 Audit Report

Janis Glover made a motion to accept the 2021-22 Audit Report.

Margaret Watson seconded the motion.

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

Roll Call

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

H. Vendor Invoices from September to October 2022

Esther Hugo made a motion to approve Vendor Invoices from September to October 2022.

Layla Naranjo seconded the motion.

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

Roll Call

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

V. Discussion Items

A.

Appreciations by the Board of Directors

MWA Board shared appreciations.

B. Schedule of Remaining Board of Directors Meetings 2022-2023

- January 26th, 2023, 10:30am-2:00pm
- March 9th, 2023, 10:30am-2:00pm
- May 4th, 2023, 4:00pm-7:30pm
- June 15th, 2023, 10:30am-2:00pm

C. Closed Session

Board did not adjourn to closed session.

VI. Closing Items

A. Adjourn Meeting

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

Respectfully Submitted,
Elizabeth Martinez

Coversheet

Approval of Form J-13A - Request for Allowance of Attendance

Section: IV. Action Items
Item: D. Approval of Form J-13A - Request for Allowance of Attendance
Purpose: Vote
Submitted by:
Related Material: 01 - j13a Making Waves Academy.pdf

REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS

Form J-13A

(Revised December 2017)

California Department of Education

School Fiscal Services Division

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

Telephone: 916-324-4541

Email: attendanceaccounting@cde.ca.gov

Form J-13A Instructions

Why file:

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

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

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

How to file:

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

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

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

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

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

Where to file:

Mail the entire original Form J-13A to:

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

General Instructions:

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

Form J-13A Instructions

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

SECTION A: REQUEST INFORMATION

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

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

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

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

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

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST

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

SECTION B: SCHOOL CLOSURE

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

PART I: NATURE OF EMERGENCY

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

PART II: SCHOOL INFORMATION

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

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

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- Opportunity School
- Special Education
- Traditional

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

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

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

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

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

PART III: CLOSURE HISTORY

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

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

PART I: NATURE OF EMERGENCY

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

PART II: MATERIAL DECREASE CALCULATION

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

SECTION C: MATERIAL DECREASE

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

Form J-13A Instructions

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

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

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

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

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

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

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

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS

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

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

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

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

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

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

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

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

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

PART I: PERIOD OF REQUEST

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

PART II: CIRCUMSTANCES

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

PART III: PROPOSAL

Provide a detailed proposal or estimation in the allotted space.

SECTION E: AFFIDAVIT

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

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

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

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER

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

Form J-13A Instructions

a school district, COE or State Board of Education.

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

- Name
- Signature
- Authorizing LEA Name

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

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

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

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

SECTION A: REQUEST INFORMATION

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

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

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

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

<input type="checkbox"/> SCHOOL DISTRICT Choose one of the following: <input type="checkbox"/> All district school sites <input type="checkbox"/> Select district school sites	<input type="checkbox"/> COUNTY OFFICE OF EDUCATION (COE) Choose one of the following: <input type="checkbox"/> All COE school sites <input type="checkbox"/> Select COE school sites	<input type="checkbox"/> CHARTER SCHOOL
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PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:

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

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

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

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

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

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

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

SECTION C: MATERIAL DECREASE

Not Applicable (Proceed to Section D)

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

Supplemental Page(s) Attached

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

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

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

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

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

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

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

Not Applicable (Proceed to Section E)

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

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

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

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

SECTION E: AFFIDAVIT

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

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

Board Members Names

Board Members Signatures

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

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

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

Witness: _____ Title: _____ of _____ County, California
(Name) (Signature)

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

Superintendent (or designee): _____ Authorizing LEA Name: _____
(Name) (Signature)

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

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

County Superintendent of Schools (or designee): _____
(Name) (Signature)

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

Witness: _____ Title: _____ of _____ County, California
(Name) (Signature)

COE contact/individual responsible for completing this section:

Name: _____ Title: _____ Phone: _____ E-mail: _____

Coversheet

Vendor Invoice Review and Approval

Section: IV. Action Items
Item: F. Vendor Invoice Review and Approval
Purpose: Vote
Submitted by: Hung Mai
Related Material: Vendor Invoices - November to December 2022.pdf

BACKGROUND:

Vendor invoices from November to December 2022.

Fiscal Impact: \$1,708,983.85

RECOMMENDATION:

Review and approve the November to December 2022 vendor invoices.

Making Waves Academy				
Bill Payment List				
November 2022 to December 2022				
Date	Num	Vendor	Amount	Descriptions
11/7/2022	17279	1CARE Medical Diagnostics	\$ 150.00	Contract Services
11/28/2022	17343	1CARE Medical Diagnostics	\$ 150.00	Contract Services
11/28/2022	Voided - 17279	1CARE Medical Diagnostics	\$ (150.00)	Contract Services
11/7/2022	17280	501(c) Agencies Trust	\$ 55,273.04	Unemployment Insurance
11/21/2022	17321	Acme Fire Extinguisher Co., Inc.	\$ 852.15	Repairs and Maintenance - Building
12/12/2022	17368	Altura Communication Solutions, LLC	\$ 7,745.00	IT Contracted Services
11/14/2022	17304	Ameriflex LLC	\$ 311.25	FSA Administrative Fee
12/12/2022	17369	Ameriflex LLC	\$ 311.25	FSA Administrative Fee
12/12/2022	17370	Anchor Counseling & Education Solutions, LLC	\$ 49,378.33	SPED Service
12/19/2022	17402	Anchor Counseling & Education Solutions, LLC	\$ 35,674.08	SPED Service
11/21/2022	17322	AT&T CALNET	\$ 647.15	Utility
12/19/2022	17403	AT&T CALNET	\$ 653.52	Utility
11/7/2022	17281	Bay Area Charters	\$ 9,132.50	Transportation for Field Trip and Sport
11/21/2022	17323	Bay Area Charters	\$ 8,237.50	Transportation for Field Trip and Sport
12/19/2022	17404	Bay Area Charters	\$ 4,927.50	Transportation for Field Trip and Sport
12/19/2022	17405	Bay Area Conference	\$ 300.00	Conference Fees
11/14/2022	17305	Bay Area International Translation Services LLC	\$ 480.00	Translation Services
11/21/2022	17324	Bay Area International Translation Services LLC	\$ 630.00	Translation Services
11/28/2022	17344	Bay Area International Translation Services LLC	\$ 455.00	Translation Services
12/12/2022	17371	Bay Area International Translation Services LLC	\$ 2,891.00	Translation Services
11/7/2022	17282	California Choice Benefit Administrators	\$ 145,092.66	Health Insurance
12/5/2022	17352	California Choice Benefit Administrators	\$ 165,773.54	Health Insurance
11/16/2022	17320	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
11/7/2022		Canon Financial Services, Inc.	\$ 4,532.32	Copier Lease
12/5/2022		Canon Financial Services, Inc.	\$ 4,532.32	Copier Lease
11/14/2022	17306	Chaconas, Dennis K.	\$ 2,475.00	Contract Services
11/1/2022	17260	Charter Safe	\$ 17,571.00	Liability and Worker Comp Insurance
12/5/2022	17353	Charter Safe	\$ 17,571.00	Liability and Worker Comp Insurance
11/30/2022		Chase	\$ 24,182.72	Credit Card Payment

Making Waves Academy				
Bill Payment List				
November 2022 to December 2022				
Date	Num	Vendor	Amount	Descriptions
12/28/2022		Chase	\$ 32,125.12	Credit Card Payment
11/7/2022	17283	Cheerleading Company	\$ 405.30	Supplies
11/21/2022	17325	Cintas	\$ 5,210.10	Custodial Supplies
12/12/2022	17372	Cintas	\$ 2,360.98	Custodial Supplies
12/5/2022	17354	CliftonLarsonAllen LLP	\$ 6,300.00	Legal Fees
11/21/2022	17326	College Board	\$ 9,849.47	AP Exam and Book Supplies
11/14/2022	17307	Colonial Life	\$ 311.10	Health Insurance
12/12/2022	17373	Colonial Life	\$ 311.10	Health Insurance
11/7/2022		Comcast	\$ 3,269.35	Internet Provider
11/7/2022	17284	Comprehensive Security Services, Inc.	\$ 257.55	Contract Services
12/12/2022	17374	Concord Theatricals Corp.	\$ 2,169.95	Supplies
11/7/2022	17285	Concur Technologies, Inc.	\$ 1,064.10	IT Contracted Services
12/12/2022	17375	Concur Technologies, Inc.	\$ 354.70	IT Contracted Services
12/12/2022	17376	Contra Costa Co Office of Ed	\$ 30,625.00	Teacher Induction
11/7/2022	17286	Corodata	\$ 57.96	Storage Fee
12/12/2022	17377	Corodata	\$ 58.40	Storage Fee
11/14/2022	17308	Cross Country Education	\$ 310.75	SPED Service
12/19/2022	17406	Cross Country Education	\$ 960.50	SPED Service
12/12/2022	17378	Cruz-Reiber, Jeannette	\$ 600.00	Contract Services
11/14/2022	17309	Department of Justice	\$ 85.00	Staff Recruitment
12/19/2022	17407	Department of Justice	\$ 149.00	Staff Recruitment
11/7/2022	17287	Dialink Corporation	\$ 2,118.26	IT Contracted Services
12/12/2022	17379	Dialink Corporation	\$ 2,118.26	IT Contracted Services
11/21/2022	17327	EdTec Inc	\$ 1,013.33	School Attendance Service
12/12/2022	17380	EdTec Inc	\$ 1,013.33	School Attendance Service
11/14/2022		Fruge Psychological Assoc Inc	\$ 64,706.25	Psychologist
12/12/2022		Fruge Psychological Assoc Inc	\$ 54,311.25	Psychologist
11/28/2022	17345	Global Office Inc	\$ 669.90	Copier Lease
11/7/2022	17288	Hanna Interpreting Services LLC	\$ 10,371.60	Contract Services

Making Waves Academy				
Bill Payment List				
November 2022 to December 2022				
Date	Num	Vendor	Amount	Descriptions
11/21/2022	17328	Hanna Interpreting Services LLC	\$ 9,319.20	Contract Services
11/21/2022	17329	Kronos	\$ 4,434.38	Payroll system
12/19/2022	17408	Kronos	\$ 4,891.85	Payroll system
11/7/2022	17289	Law Offices of Young, Minney & Corr, LLP	\$ 5,928.00	Legal Fees
12/12/2022	17381	Law Offices of Young, Minney & Corr, LLP	\$ 26,328.00	Legal Fees
11/1/2022	17264	LBM, Business Services Inc.	\$ 1,500.00	E-Rate
12/5/2022	17355	LBM, Business Services Inc.	\$ 1,500.00	E-Rate
11/7/2022	17290	Linde Group	\$ 21,189.95	IT Support
12/12/2022	17382	Linde Group	\$ 24,933.32	IT Support
11/21/2022	17330	Lloyd F. McKinney Associates Incorporated	\$ 1,849.96	IT Contracted Services
12/5/2022	17356	Lloyd F. McKinney Associates Incorporated	\$ 1,916.36	IT Contracted Services
12/19/2022	17409	Lloyd F. McKinney Associates Incorporated	\$ 4,585.15	IT Contracted Services
11/7/2022	17291	Making Waves Foundation, Inc.	\$ 153,403.00	School Lease
12/5/2022	17357	Making Waves Foundation, Inc.	\$ 153,403.00	School Lease
11/7/2022	17292	Maria Munoz Services	\$ 3,860.00	Contract Services
11/14/2022	17310	Marin Benefits Administrators	\$ 350.00	Contract Services
12/12/2022	17383	Marin Benefits Administrators	\$ 350.00	Contract Services
11/14/2022	17311	Mid-County Officials Network	\$ 7,328.00	Sport Game Fees
11/21/2022	17331	Muscardin, Antonio	\$ 975.00	Coach Payment
12/19/2022	17410	Netronix Integration, Inc.	\$ 2,370.60	Contract Services
11/7/2022	17293	Nob Hill Catering Inc	\$ 38,028.50	Student Food
12/5/2022	17358	Nob Hill Catering Inc	\$ 29,248.50	Student Food
12/19/2022	17411	Nob Hill Catering Inc	\$ 20,306.25	Student Food
11/21/2022	17332	North Coast Section CIF	\$ 410.96	School Supplies
12/12/2022	17384	North Coast Section CIF	\$ 197.00	School Supplies
11/7/2022	17294	Obinyan, Nolan	\$ 119.70	Reimbursement
11/14/2022	17312	Office Depot	\$ 3,269.86	Office Supplies
12/5/2022	17359	Office Depot	\$ 1,872.21	Office Supplies
12/12/2022	17385	Office Depot	\$ 2,500.75	Office Supplies

Making Waves Academy				
Bill Payment List				
November 2022 to December 2022				
Date	Num	Vendor	Amount	Descriptions
12/19/2022	17412	Office Depot	\$ 2,146.65	Office Supplies
12/12/2022	17386	Oliver's Tow	\$ 119.35	Contract Services
12/12/2022	17387	Open Up Resources	\$ 1,359.16	Professional Development
11/7/2022	17295	Orkin Pest Control	\$ 815.00	Building Repairs/Maintenance
12/12/2022	17388	Orkin Pest Control	\$ 407.50	Building Repairs/Maintenance
12/19/2022	17413	Orkin Pest Control	\$ 407.50	Building Repairs/Maintenance
11/7/2022		Pacheco's Cleaning Service	\$ 1,508.00	Janitorial Services
11/21/2022		Pacheco's Cleaning Service	\$ 47,900.00	Janitorial Services
12/5/2022		Pacheco's Cleaning Service	\$ 2,236.00	Janitorial Services
12/5/2022		PG & E - 0911653377-0	\$ 4,266.91	Utility
12/5/2022		PG & E - 1229161920-8	\$ 10,557.07	Utility
12/5/2022		PG & E - 2538827590-8	\$ 13,315.18	Utility
12/5/2022		PG & E - 5344744823-3	\$ 2,225.45	Utility
12/5/2022		PG & E - 6293019192-9	\$ 11,201.72	Utility
12/2/2022		PlanSource Benefits Administration, Inc.	\$ 487.50	Contract Services
11/1/2022	17268	PLIC - SBD GRAND ISLAND	\$ 22,509.30	Health Insurance
12/5/2022	17360	PLIC - SBD GRAND ISLAND	\$ 22,670.91	Health Insurance
11/28/2022	17346	PowerSchool Group LLC	\$ 18,547.34	Student Information & Assessment
12/12/2022	17389	PowerSchool Group LLC	\$ 4,563.51	Student Information & Assessment
12/5/2022		Quadient Leasing USA, Inc	\$ 1,197.16	Copier Lease
12/5/2022	17361	Quick SWPPP Corporation	\$ 600.00	Building Repairs/Maintenance
12/19/2022	17414	Ray Morgan Company	\$ 14,958.73	Copier Lease
11/14/2022		ReadyRefresh by Nestle	\$ 437.38	Drinking Water Supplies
11/14/2022		ReadyRefresh by Nestle	\$ 184.42	Drinking Water Supplies
12/12/2022		ReadyRefresh by Nestle	\$ (156.09)	Drinking Water Supplies
12/12/2022		ReadyRefresh by Nestle	\$ 156.09	Drinking Water Supplies
12/12/2022		ReadyRefresh by Nestle	\$ 264.15	Drinking Water Supplies
12/16/2022		ReadyRefresh by Nestle	\$ 125.67	Drinking Water Supplies
11/7/2022		Republic Services #851	\$ 4,733.62	Waste Management

Making Waves Academy				
Bill Payment List				
November 2022 to December 2022				
Date	Num	Vendor	Amount	Descriptions
12/12/2022		Republic Services #851	\$ 4,733.62	Waste Management
11/7/2022	17296	Richmond False Alarm Reduction Program	\$ 850.00	Building Repairs/Maintenance
12/19/2022	17415	Richmond False Alarm Reduction Program	\$ 500.00	Building Repairs/Maintenance
11/7/2022		Rids Brother Company Inc	\$ 11,952.00	SPED Transportation Service
12/19/2022		Rids Brother Company Inc	\$ 9,914.40	SPED Transportation Service
11/7/2022		Robert Half Technology	\$ 1,551.38	IT Contracted Services
11/21/2022		Robert Half Technology	\$ 2,792.48	IT Contracted Services
12/5/2022		Robert Half Technology	\$ 4,199.06	IT Contracted Services
12/12/2022		Robert Half Technology	\$ 1,654.80	IT Contracted Services
11/14/2022	17313	Rogue Fitness	\$ 29,822.17	Supplies
11/14/2022	17314	RTF Edu Enterprises, Inc.	\$ 7,500.00	Interventionist
12/12/2022	17390	RTF Edu Enterprises, Inc.	\$ 7,500.00	Interventionist
12/5/2022	17362	School Datebooks	\$ 3,317.44	Printing and Production
11/7/2022	17297	Scoot Education Inc	\$ 6,584.00	Substitutes Fee
11/14/2022	17315	Scoot Education Inc	\$ 3,751.00	Substitutes Fee
11/21/2022	17333	Scoot Education Inc	\$ 8,080.00	Substitutes Fee
12/5/2022	17363	Scoot Education Inc	\$ 6,863.00	Substitutes Fee
12/12/2022	17391	Scoot Education Inc	\$ 6,584.00	Substitutes Fee
12/19/2022	17416	Scoot Education Inc	\$ 3,751.00	Substitutes Fee
11/21/2022	17334	Seneca Family of Agencies	\$ 4,000.00	SPED Service
12/19/2022	17417	Seneca Family of Agencies	\$ 3,800.00	SPED Service
11/7/2022	17298	Shutterfly Lifetouch, LLC	\$ 7,071.67	Yearbooks Supplies & Design Fee
11/14/2022	17316	Stericycle, Inc.	\$ 76.08	Contract Services
11/18/2022	Voided - 17274	Stericycle, Inc.	\$ (74.59)	Contract Services
11/21/2022	17335	Stericycle, Inc.	\$ 74.59	Contract Services
12/12/2022	17392	Stericycle, Inc.	\$ 76.08	Contract Services
11/14/2022	17317	Sterling	\$ 460.78	Background Check
12/12/2022	17393	Sterling	\$ 454.17	Background Check
12/12/2022	17394	STS Education	\$ 2,851.31	IT Supplies

Making Waves Academy				
Bill Payment List				
November 2022 to December 2022				
Date	Num	Vendor	Amount	Descriptions
12/5/2022	17364	Swing Education, Inc	\$ 1,040.00	Substitutes Fee
12/12/2022	17395	Teach For America - Bay Area	\$ 15,000.00	Staff Recruitment Fee
11/7/2022	17300	The Algebros LLC	\$ 480.00	Supplies
11/21/2022	17336	The HR Manager LLC	\$ 658.75	Contracted Services
11/7/2022	17301	The Office City	\$ 1,237.72	Supplies
12/5/2022	17366	The Office City	\$ 1,237.72	Supplies
11/21/2022	17337	The Speech Pathology Group	\$ 2,178.75	SPED Service
11/7/2022	17299	T-Mobile	\$ 5,920.00	Telephone
12/5/2022	17365	T-Mobile	\$ 5,920.00	Telephone
11/21/2022	17338	Turman Commercial Painters, Inc.	\$ 1,500.00	Repairs and Maintenance - Building
11/21/2022	17339	Verizon Wireless	\$ 6,497.18	Telephone
12/12/2022	17396	Verizon Wireless	\$ 4,689.75	Telephone
11/1/2022	17276	Vision Service Plan	\$ 1,727.29	Health Insurance
12/5/2022	17367	Vision Service Plan	\$ 1,737.42	Health Insurance
11/21/2022	17340	Well Design Premium Signage	\$ 5,198.89	Supplies
11/14/2022	17318	Wells Fargo Vendor Financial Services, LLC	\$ 2,058.91	Copier Lease
12/12/2022	17397	Wells Fargo Vendor Financial Services, LLC	\$ 2,058.91	Copier Lease
		November 2022 to December 2022	\$ 1,708,983.85	
		November 2021 to December 2021	\$ 1,720,925.51	

Coversheet

Slides Presented at Board Meeting (Staff please do not link presentations here)

Section: VI. Day-of Presentation Slides (MWA Board: Do Not Read in Advance)
Item: A. Slides Presented at Board Meeting (Staff please do not link presentations here)
Purpose: FYI
Submitted by:
Related Material: MWA Board Meeting_January 2023 Slides for Day Of Presentations.pdf



MWA Board Meeting January 26, 2023



Learn. Graduate. Give Back.

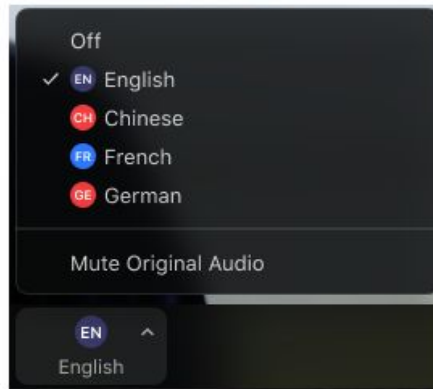
Activating Interpretation / Activar Interpretación

Computer

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



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



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

Cell Phone

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



2. Tap **Language Interpretation**.

3. Tap the language you would like to hear.



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



5. Click **Done**.

Public Comment

Use the raise hand function when your name is called.

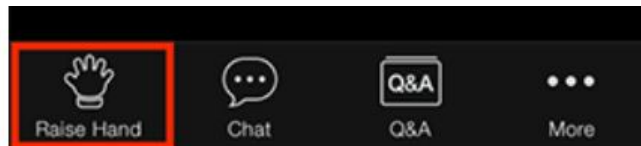
Computer

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



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

Cell Phone





Standing Reports



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Mission Connection: Student Well Being

Ms. Navarro, LCSW & Ms. McMillian, LCSW
January 26, 2023



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Key themes

- Anxiety
- Behavior issues
- Lack of motivation





Anxiety

Anxiety disorders include disorders that share features of excessive fear and anxiety and related behavioral disturbances.

- *Fear is the emotional response to real or perceived imminent threat, whereas anxiety is the anticipation of future threat. (DSM-5).*

- i.e. panic attacks
- school/classroom avoidance
- increase of formal diagnosis including from outside providers (which means an increase in 504 plan requests).





Behavior Issues

Student behaviors present as;

- Bullying
- peer conflict
- Student/teacher conflict
- Defiance with adults
- Classroom disruption

* Due to these presenting problems, suspension and detention rates are rising





Lack of motivation

A decrease in motivation can contribute to the following concerns:

- Cutting class
- School avoidance
- Increased number of failed classes
- Lack of classroom engagement





Social Work Department information

For the reporting period of August-December 2022 the social work department:

- served 200 unduplicated students
- total of 380 sessions
- had been operating with the vacancy of our 5th-6th grade social worker
- recently filled the position
 - currently has 3 FT social workers
 - 1 FT Coordinator (who is also in the process of completing her Master's in Social Work).





Case Scenario 1(MS):

- Initial referral: self referral for anxiety and social engagement
- Gender: identifying male, he/him
- initial anxiety presented as unable to remain in class 100% of the time due to disruptive classroom behavior and being unable to focus
- Anxiety affecting school attendance to avoid social interaction
- During the past 16 weeks (weekly session)we worked on processing feelings of how things made him feel and developed coping skills when things make him highly anxiety
- He shows resilience and is able to utilize journal tools such as drawing, written expressions and, recognition of anxiety causing triggers when class becomes too overwhelming with loud noise or disruptive behaviors and he is unable to focus on class assignments or teacher instructions





Case Scenario 2 (US):

- Student self referred
- Identifying gender: Female, she/hers
- Student presented with lack of motivation towards high school graduation
- Strenuous family relationships
- Experienced depressive symptoms
- School and class avoidance
- Historically, student maintained good grades and was college eligible.
- Low self-esteem
- Suicidal ideation
- Social Worker developed support plan
- Met weekly
- Through exploring goals and building coping mechanisms for ongoing stressors, student was able to demonstrate resilience by developing ways to address academic motivation
- Increase in self-esteem
- Acceptance into colleges



Thank you!

MWA Social Work Department:

Rachel Navarro, LCSW

Diamond McMillion, LCSW

Caitlin McGarry, MSW

Adilene Alvarado, MSW Candidate



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ASB Board Report

ASB Members: Fatima Cortes, Joshua Cuellar

January 26, 2023



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Table of Contents

- **Successes**
- **Challenges**
- **Priorities**
- **Questions & Conversation**

Successes

Successes

- **School Events**

- Day of Lights
 - Door Competition
- Potluck

- **New Clubs**

- Ultimate Frisbee

- Scheduled student performances during Feb 17th ASM.

Challenges

Challenges

- **ASB has two big events in February and it will take alike of our attention. At the end of February, we have a week break. That will give ASB barely two weeks to plan out our spirit week.**

Priorities

Priorities

- **Gain more student insight on school activities**
 - Student surveying through Google Forms
- **Plan our Winter Dance (Feb 10th)**
- **Plan our All School Meeting (Feb 17th)**

Questions & Conversation



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Deep Dive: SEL Tool Pilot Update

Michael M Williams Jr

January 26, 2023

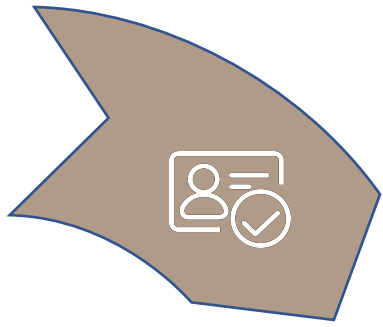


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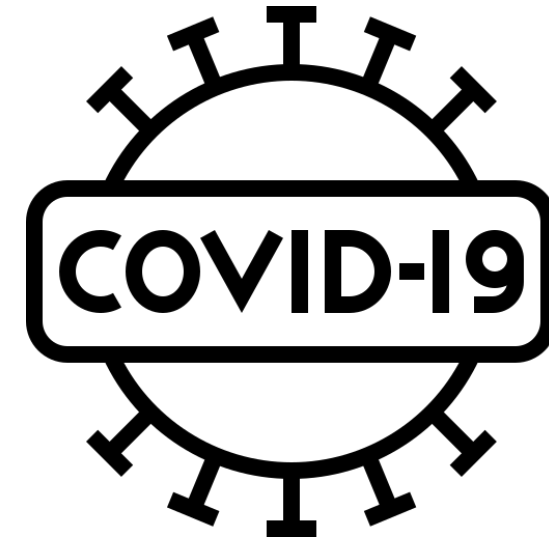
- **Identify and Define Requirements**
- **Platform Selection**
- **Timeline**
- **Participation Distribution**
- **Student Pre-Survey Results**
- **Platform Walk-Through**

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Identify and Define

Isolation and stress caused by the COVID-19 pandemic has pushed SEL in education to the forefront of most conversations. The decision to pilot an SEL solution was in hopes of addressing our students need around this topic.





Requirements

Find a technological solution that meets the following requirements:

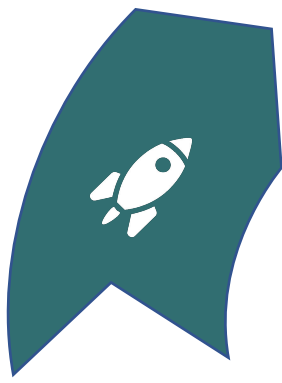
- Ready to use lessons
- Minimal learning curve
- Minimal set up time
- Grade level appropriate content
- Delivered grade, division, and/or academy wide
- Student engagement
- Automatic data collection



Platform Selection

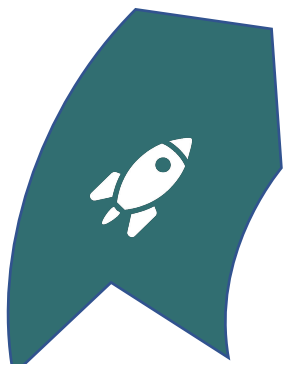
Nearpod 21st Century Readiness program

- **Curated content** that supports the whole learner
- **Ready-to-teach** interactive lessons, videos, and activities for digital citizenship, social & emotional learning (SEL), financial literacy, and college & career readiness
- **Intentionally organized resources** in a scope & sequence that connect the skills and knowledge to develop the whole learner
- **Exclusive access to Brain Breaks videos** that help teachers regulate classroom energy and focus

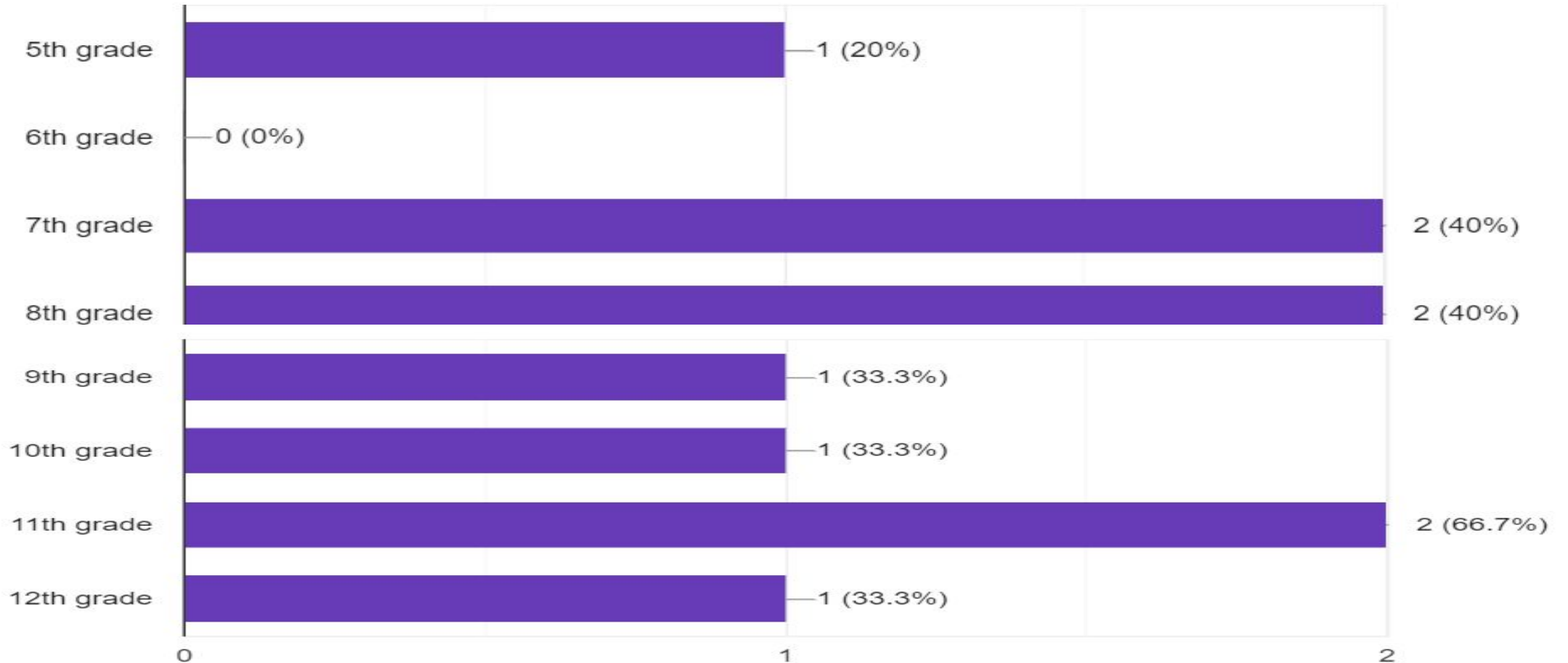


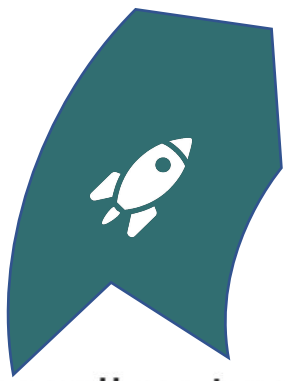
Timeline

	2022-2023 AY				
	September	October	November	December	January
Recruit for pilot (9/9-9/16)					
Train participants on platform usage and best practices (9/19-9/23)					
Start pilot & administer pre-survey (9/26-10/3)					
Conclude pilot & administer post-survey (1/27)					
Circle back with group to review data (1/31)					



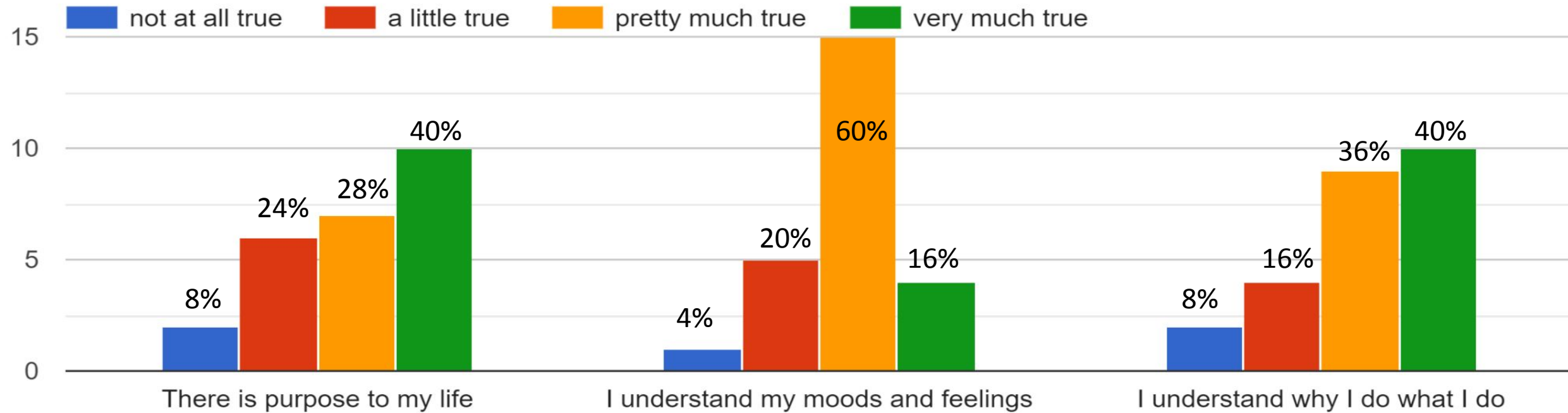
Participation Distribution

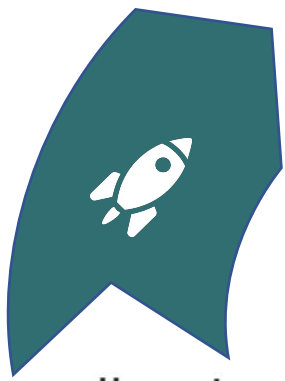




Self Awareness

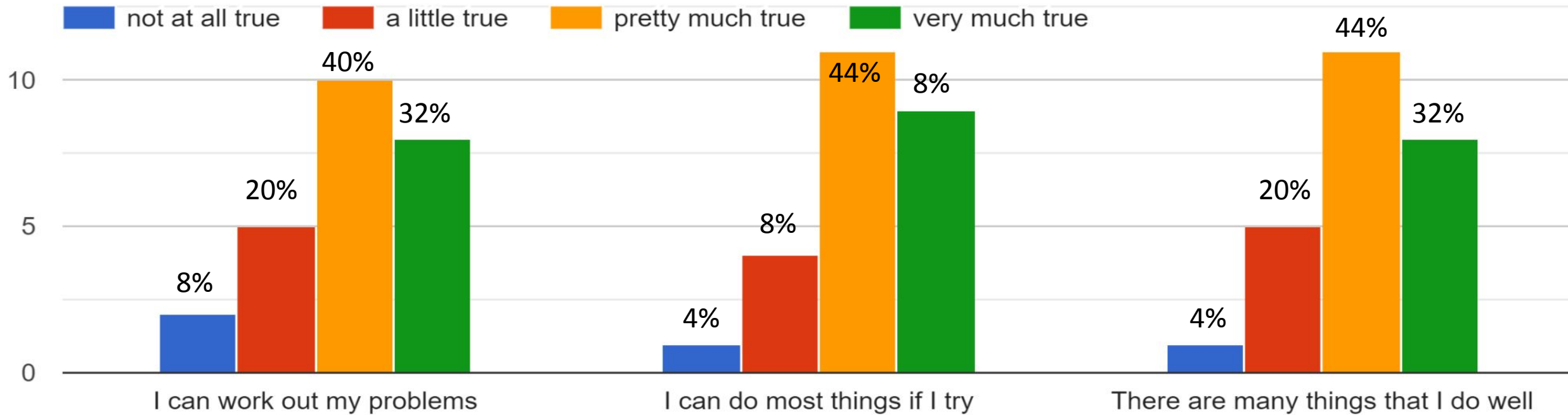
Please tell us how true each statement is for you...

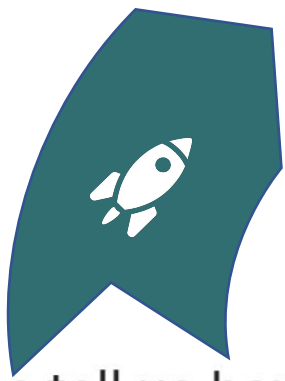




Self Efficacy (Belief in Self)

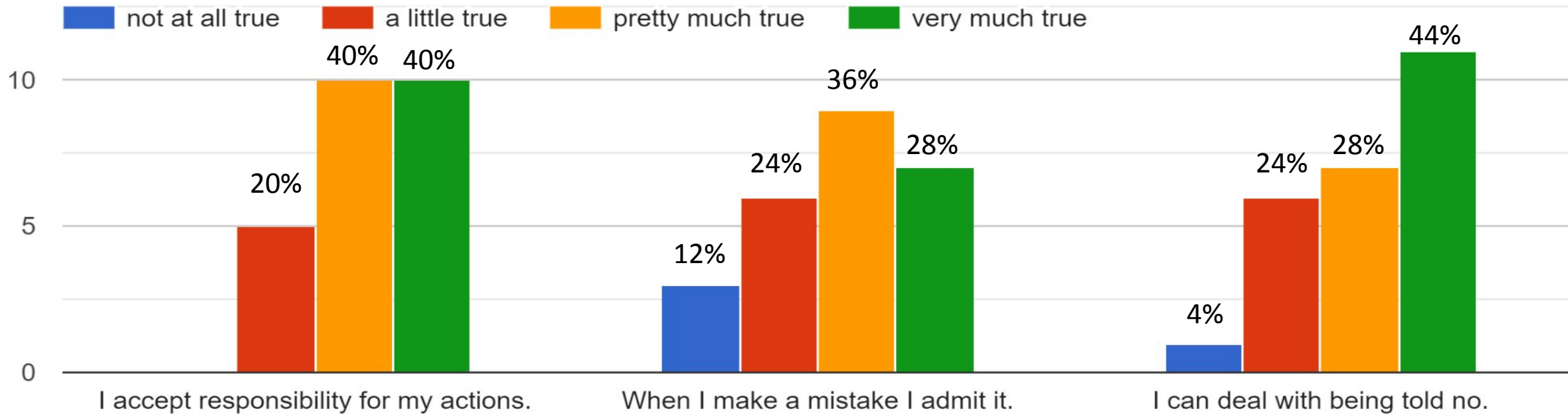
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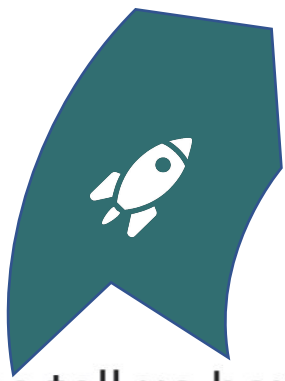




Emotional Regulation

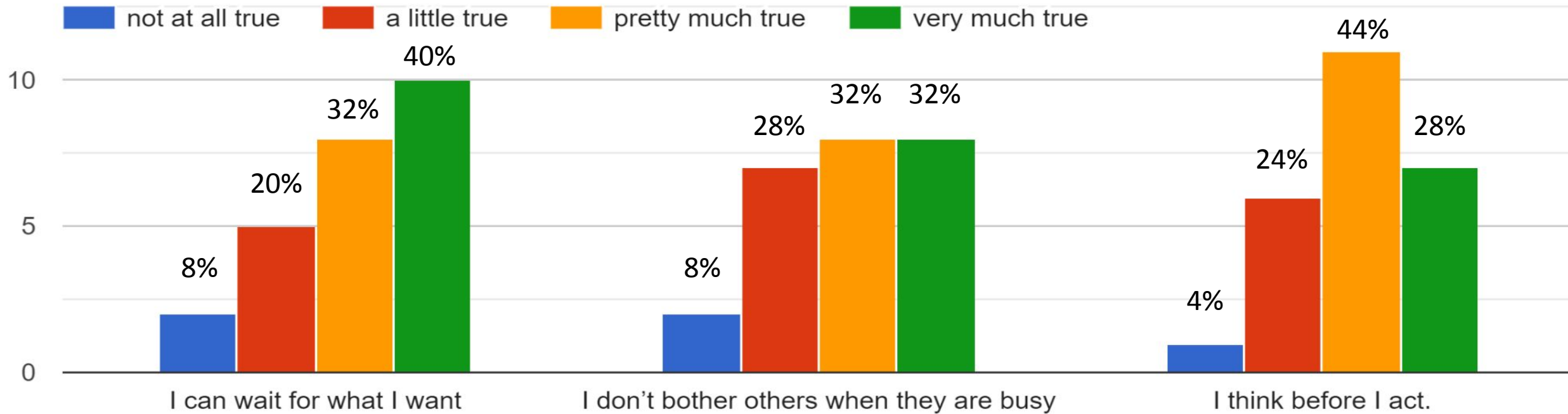
Please tell us how true each statement is for you...





Behavioral Self Control

Please tell us how true each statement is for you...



Contact Information

Michael M Williams Jr

michael.williams@mwacademy.org

(510) 262-1511 ext. 3136



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Break...



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Non-Action Items



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Action Items



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