



Making Waves Academy

January Board Meeting

Date and Time

Monday January 29, 2024 at 11:00 AM PST

Location

In-person at:

Making Waves Academy

4123 Lakeside Dr.

Richmond, CA 94806

And streaming on zoom:

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

Passcode: 073032

Or One tap mobile :

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+16699006833,,87855022048#,,, *073032# US (San Jose)

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+1 689 278 1000 US

+1 929 436 2866 US (New York)

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+1 305 224 1968 US

+1 309 205 3325 US

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Webinar ID: 878 5502 2048

Passcode: 073032

International numbers available: <https://mwacademy.zoom.us/j/87855022048>

Other remote locations:

- 250 Sproul Hall, Berkeley, CA 94720
- Doylestown Public Library, 150 S. Pine Street, Doylestown, PA 18901

COMING SOON

- 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/4b1Zjim>
- HAGA CLIC AQUÍ para acceder el reporte escolar/CLICK HERE to access the school board report in Spanish: <https://bit.ly/3w05RxS>

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:

Edeson Beredo at eberedo@mwacademy.org or 510-410-0518.

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.

- **Speakers may submit a request to speak before 9:00 AM on the day of the board meeting, fill out a comment card at the meeting, or raise their hand/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 eberedo@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.

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 eberedo@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

	Purpose	Presenter	Time
I. Opening Items			11:00 AM
Opening Items			
A. Call the Meeting to Order		Alicia Malet Klein	
Alicia Malet Klein will call the meeting to order.			
B. Record Attendance		Alicia Malet Klein	1 m
Roll call and verification of quorum.			
C. Remarks by Board President	Discuss	Alicia Malet Klein	5 m
This meeting's focus: culture and climate.			
D. Public Comment		Alicia Malet Klein	20 m
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<ul style="list-style-type: none"> • 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: 			
<ul style="list-style-type: none"> • 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. 			
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II. Standing Reports

11:26 AM

- | | | | |
|--|---------|-------------------------------------|------|
| <p>A. Mission Connection: Restorative Practice Highlight</p> | FYI | Alexis Bustamante and Sonja Jackson | 10 m |
| <p>B. ASB Update
Update from the Associated Student Body (ASB)</p> | FYI | Jamauri Thomas | 10 m |
| <p>C. Introduction of New Leadership Hires
New APs, deans, instructional coach and CCC director will be introduced to the board.</p> | FYI | Tameka Jackson | 10 m |
| <p>D. Deep Dive: Discipline and Restorative Work
MWA Assistant Principal for Student Support, Carrera Padilla, provides an overview of discipline and restorative work.</p> | Discuss | Carrera Padilla | 20 m |
| <p>E. Q&A on Written School Report
Board members will have an opportunity to ask questions about the contents of the written report.</p> | Discuss | Tameka Jackson | 15 m |

	Purpose	Presenter	Time
F. Q&A on Written Chief Executive Officer Report (CEO) Board members will have an opportunity to ask questions about the contents of the written report.	Discuss	Alton B. Nelson Jr.	10 m
G. Q&A on Chief Operating Officer Report (COO) Board members will have an opportunity to ask questions about the contents of the report.	Discuss	Elizabeth Martinez	5 m
H. Q&A on Written Finance Report Board members will have an opportunity to ask questions about the contents of the written report.	Discuss	Wallace Wei	5 m
I. Break			10 m
III. Non-Action Items			1:01 PM
A. Board Work and Advisory Committee Updates Advisory Committees will provide a summary of work-to-date and next steps; committees in bold will present.	FYI	Alicia Klein	15 m
<ul style="list-style-type: none"> • Advisory Committees <ul style="list-style-type: none"> ◦ Curriculum and Instruction Review ◦ Finance ◦ Diversity, Equity and Inclusion ◦ Audit ◦ Culture and Climate ◦ WASC 			
IV. Consent Action Items			1:16 PM
Combined Fiscal Impact: \$1,833,537.52			
A. 2024-2025 Academic Calendar MWA Board reviews and accepts the 2024-2025 Academic Calendar.	Vote	Katharine Mason	1 m
B. Bill Payments from November to December 2023 Review and approve bill payments from November to December 2023.	Vote	Hung Mai	1 m

Purpose Presenter Time

Fiscal Impact: \$1,833,537.52

- C. Approve Minutes: December 4, 2023 Board Meeting 1 m

MWA Board reviews and accepts the board meeting minutes.

V. Action Items 1:19 PM

- A. School Accountability Report Card (SARC) 1 m

EC Section 35256 states: The governing board of each school district maintaining an elementary or secondary school shall develop and cause to be implemented for each school in the school district a School Accountability Report Card.

- B. 2023-2024 LCAP Mid-Year Update 15 m

The school presents and update on the implementation of the current Local Control and Accountability Plan (LCAP).

VI. Day-of Presentation Slides (MWA Board: Do Not Read in Advance) 1:35 PM

- A. Slides Presented at Board Meeting (Staff please do not link presentations here) FYI

- B. Documentos traducidos al español/Documents translated to Spanish FYI

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 sera 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 -

	Purpose	Presenter	Time
coversheets are mostly created for items that require more explanation beyond the brief item description.			

VII. Closed Session

VIII. Discussion Items 1:35 PM

A. Appreciations by the Board of Directors	FYI	Alicia Klein	5 m
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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 for 2023-2024	FYI	Alicia Klein	2 m
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- March 11, 2024, 4:00 pm
- May 6, 2024, 4:00 pm
- June 10, 2024, 11:00 am

IX. Closing Items 1:42 PM

A. Adjourn Meeting	Vote	Alicia Klein	
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Coversheet

Mission Connection: Restorative Practice Highlight

Section: II. Standing Reports
Item: A. Mission Connection: Restorative Practice Highlight
Purpose: FYI
Submitted by: Carrera Padilla

BACKGROUND:

The video clip showcases three examples of students in the Lower and Upper Schools that have participated in Restorative Conversations/Circles explaining their feelings towards the activity and how they plan on responding to similar situations if they were to arise.

Coversheet

ASB Update

Section: II. Standing Reports
Item: B. ASB Update
Purpose: FYI
Submitted by:
Related Material: ASB Board Report - Jan 2024.pdf



ASB Board Report - Jan. 29th, 2024

Jan. 29th, 2024



Learn. Graduate. Give Back.

Table of Contents

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

Successes

Successes

- **School lunch changed**
 - More students are eating food and less waste
 - Better lunch mood with students

- **More interaction with school administration**
 - School Administration has more interaction with student needs
 - More responses from students and Administration

- **Planning a spring dance “Spring fling”**
 - Selling tickets early and getting more dance attendees
 - Games with opportunities for students to win tickets

- **Spirit week days and planning**
 - All spirit week days are set
 - Posters are being planned for each day

- **Wavemaker participation in clubs**
 - Total class participation: 44%, 9th - 28%, 10th - 50%, 11th 49%, and 12th - 58%

Challenges

Challenges

- ASB has two big events in February and it will take up much our attention. At the end of February, we have a week break.
 - This means ASB is working double time and spread thin.
 - Not only this but many ASB members are also in other clubs, and must adhere their schedules around ASB
- Increasing participation in clubs for the 24th Wave

Priorities

Priorities

- School events and senior graduation
 - Focusing on school spirit and hype
 - Trying to make seniors last year memorable
 - Preliminary planning of Spring Festival
- More activities during lunch to increase school spirit

Questions & Conversation



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Coversheet

Introduction of New Leadership Hires

Section: II. Standing Reports
Item: C. Introduction of New Leadership Hires
Purpose: FYI
Submitted by: Tameka Jackson

BACKGROUND:

New APs, deans, instructional coach and CCC director will be introduced to the board.

Coversheet

Deep Dive: Discipline and Restorative Work

Section: II. Standing Reports
Item: D. Deep Dive: Discipline and Restorative Work
Purpose: Discuss
Submitted by: Carrera Padilla
Related Material: MWA Board Deep Dive_Student Support_JAN 2024.pdf

BACKGROUND:

The Deep Dive of Student Support Services including Deans, Social Workers and Student Support Coordinators. The report details year-to-date progress and upcoming department initiatives.



Student Support Services

Carrera Padilla

1/29/2024



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Student Support Services

- **Mission Connection**
- **Deep Dive**
- **School Report**

Mission Connection:

Student Support Services is continuing to teach our scholars skills that lead them to becoming valuable contributors to the school community and their own communities.

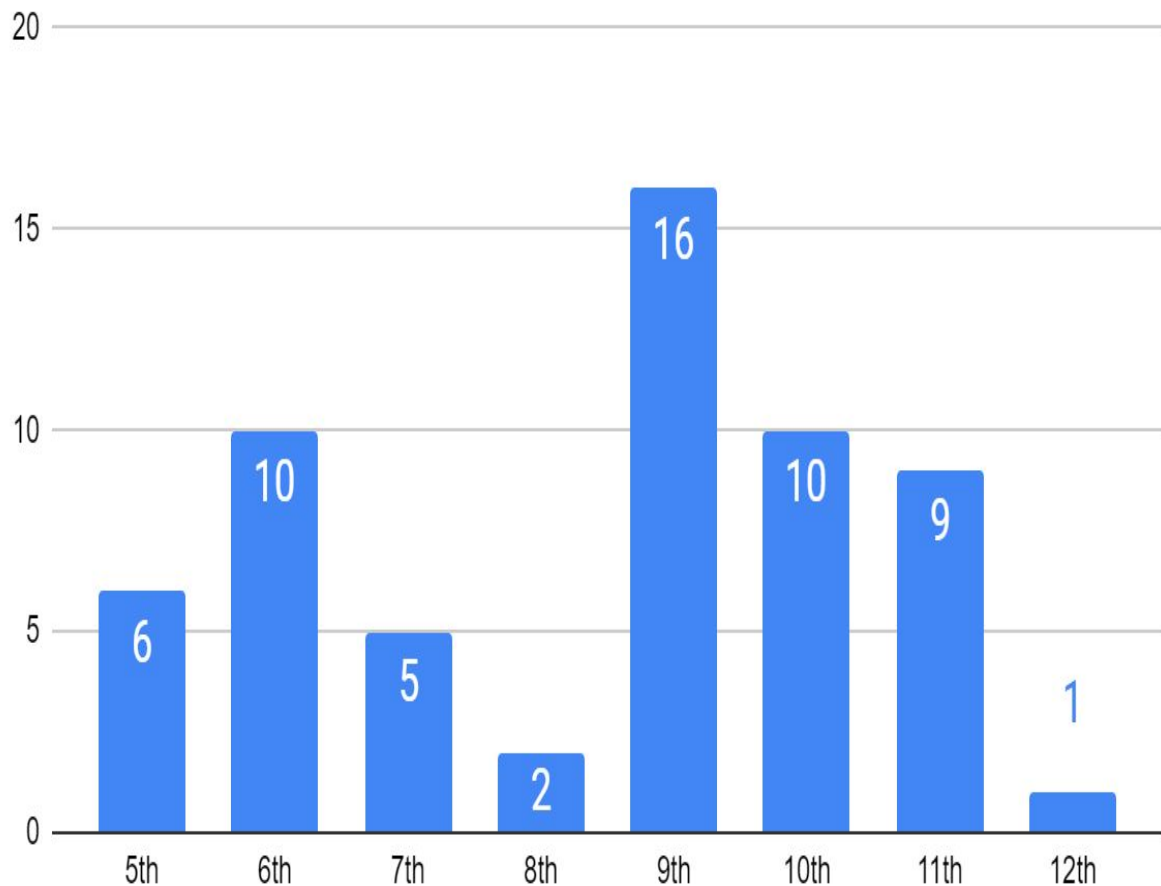
- Academies
- Student Support Coordinators
- Social Workers
- Deans

Deep Dive: Dean's Office

	August-October	October-December
Overall Suspension Rate	4.6%	3.2%
Percentage of Students <u>Never</u> Suspended	95.4%	96.8%
Infraction Category with the Highest Frequency	Caused/Attempted/Threatened Physical Injury	Caused/Attempted/Threatened Physical Injury
Infraction Category with the Steepest Decline	Derogatory Terms-14 incidents	Derogatory Terms-5 incidents
Discipline Referral Count	256	115

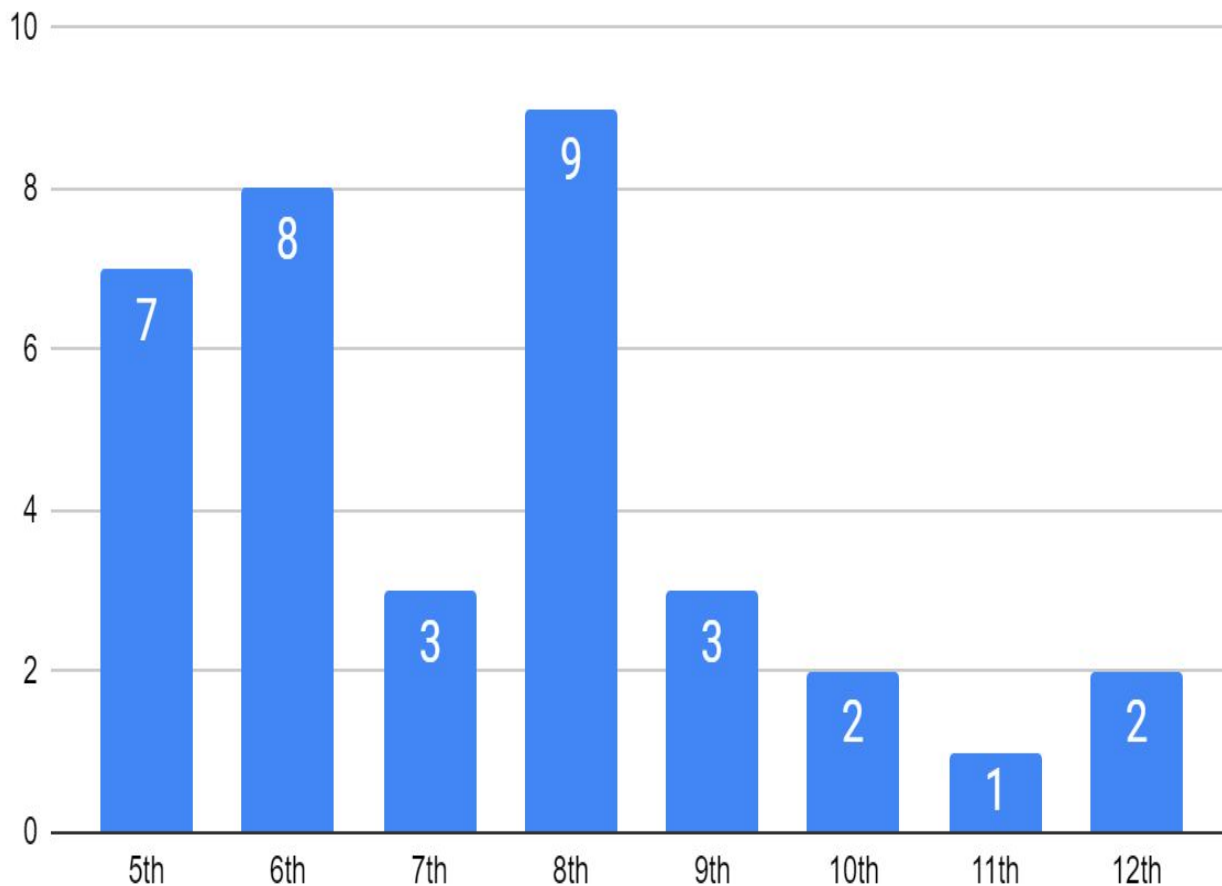
Deep Dive: Dean's Office

Suspension Count by Grade (number of suspensions)



August-October

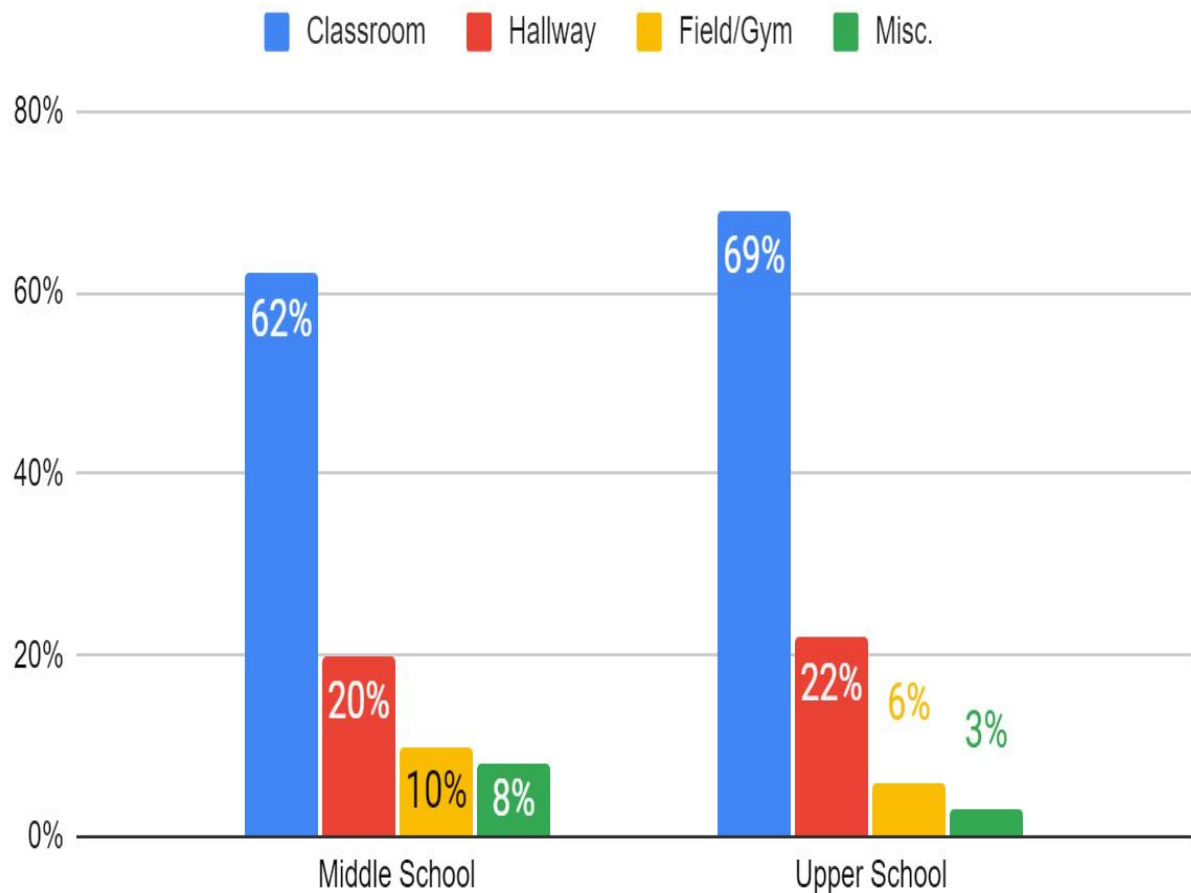
Suspension Count by Grade (number of suspensions)



October-December

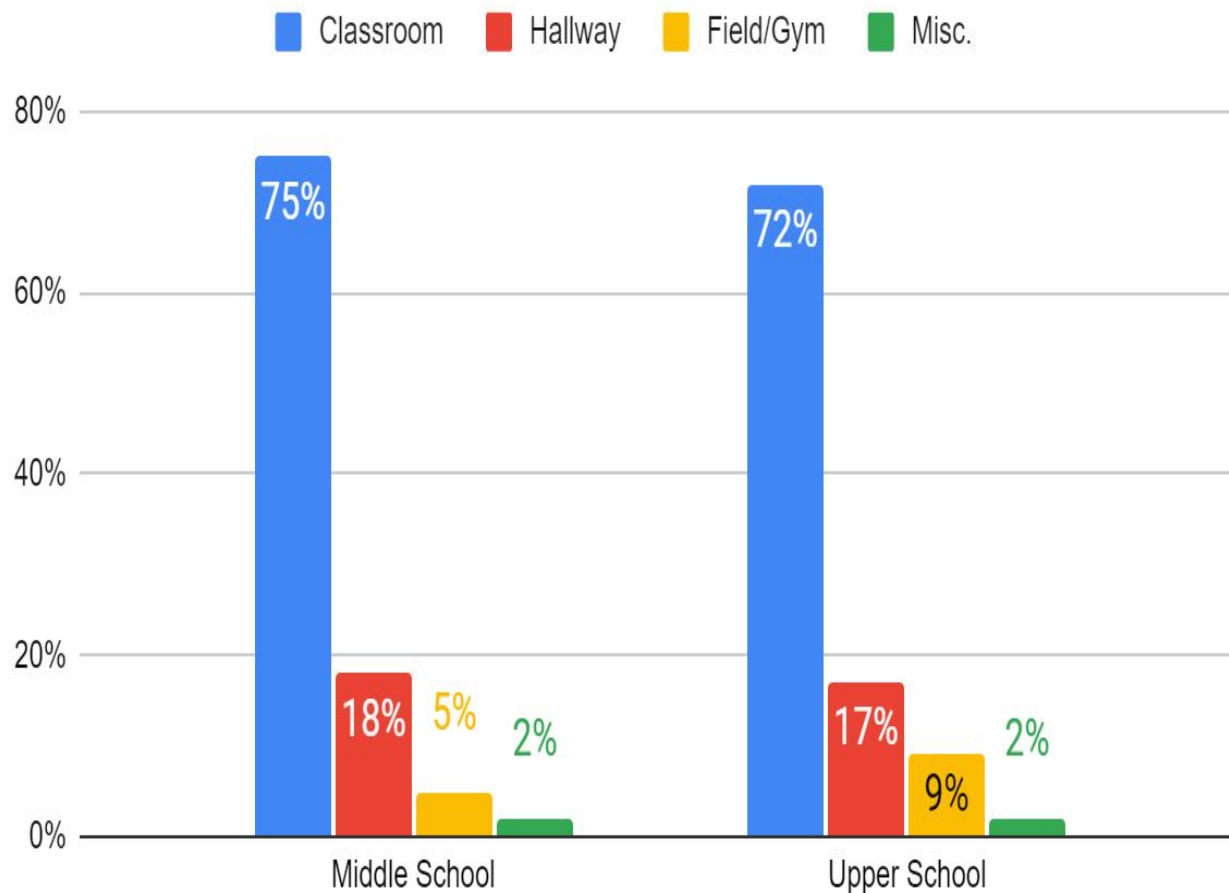
Deep Dive: Dean's Office

Discipline Referral Location



August-October

Discipline Referral Location



October-December

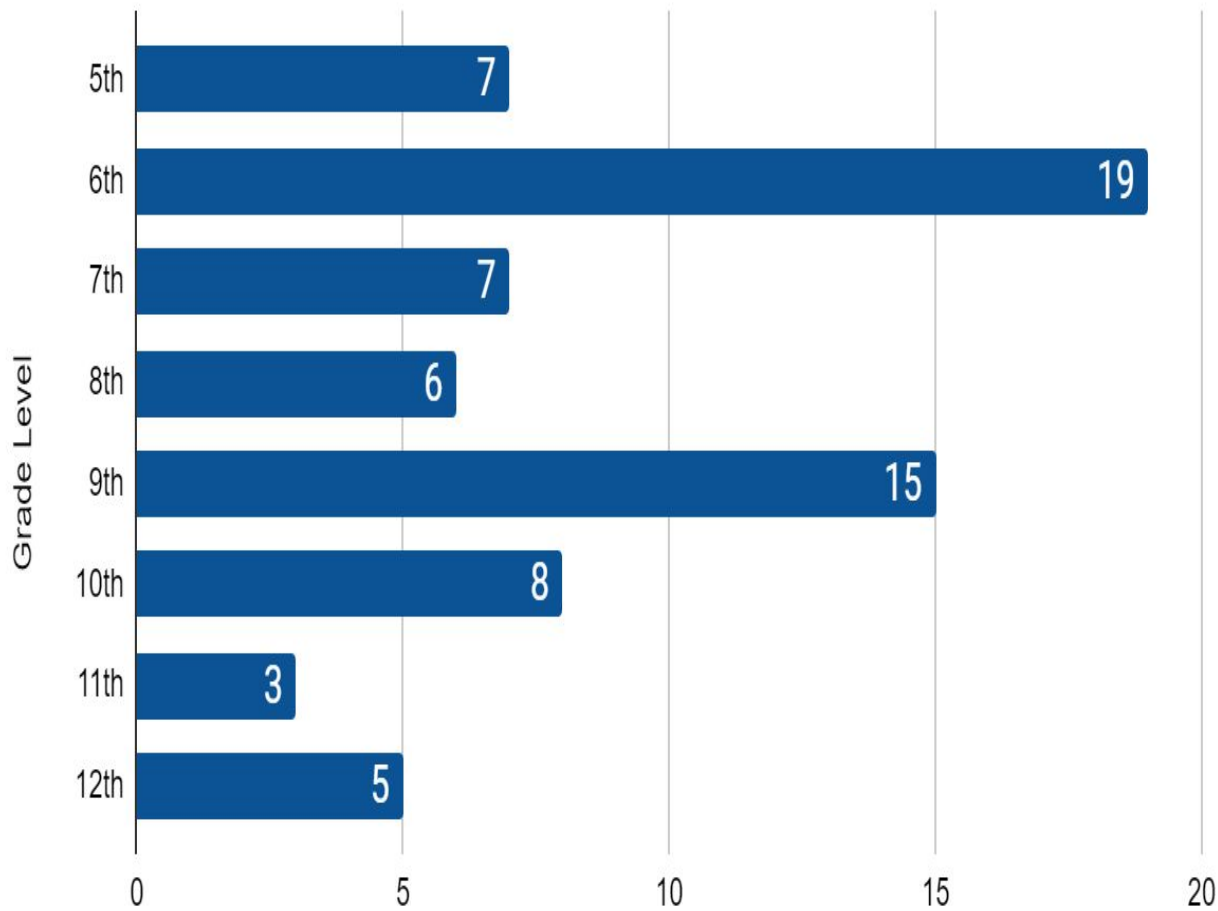
Deep Dive: Student Support Services

	August-October	October-December
Number of Student Support Services Referrals	70	30
Highest Grade Percentage of Referrals	6th and 9th	7th, 9th, and 10th
Concern with the Highest Frequency	Social Interactions	Emotional

There have been over 50 Restorative Conversations, Circles, and/or Re-entry meetings school-wide for Semester 2.

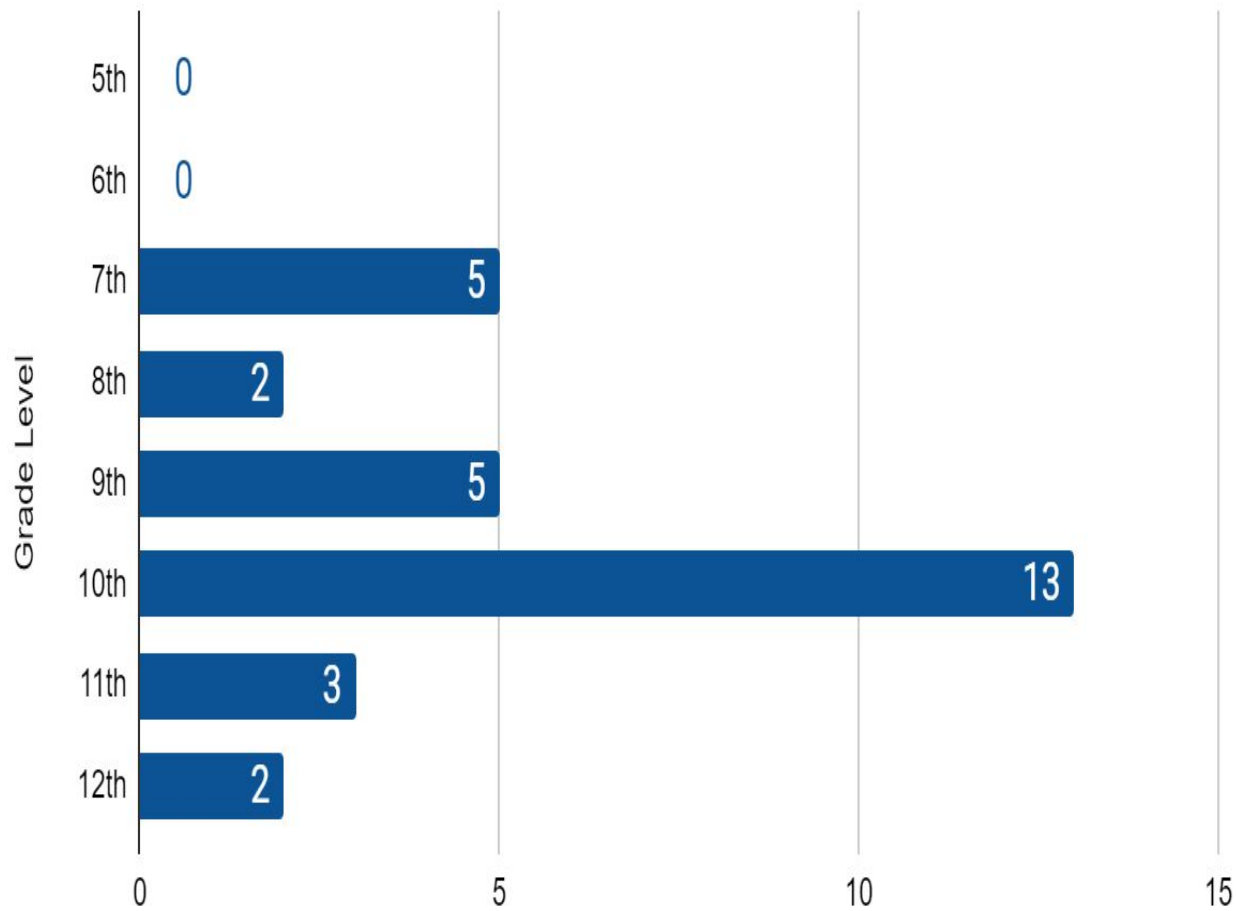
Deep Dive: Student Support Services

Student Services Referrals



August-October

Student Services Referrals



October-December

School Report: MTSS

Tier 1-Universal Interventions

- Universal interventions (MWA Core Values, Non-verbal cues, establishing routines)

Tier 2-Targeted Interventions

- Check-in, Skill Development, Structured Breaks, Home/School Plan

Tier 3-Individualized Interventions

- Check-in, Skill Development, Structured Breaks, Home/School Plan, Mentoring, Behavior Meetings with families, 504, IEP, TalkSpace

School Report: Tier 2 Designations

Tier 2 Students

Total-37 Students

12th Grade

8.1%

11th Grade

2.7%

10th Grade

10.8%

9th Grade

24.3%

5th Grade

13.5%

6th Grade

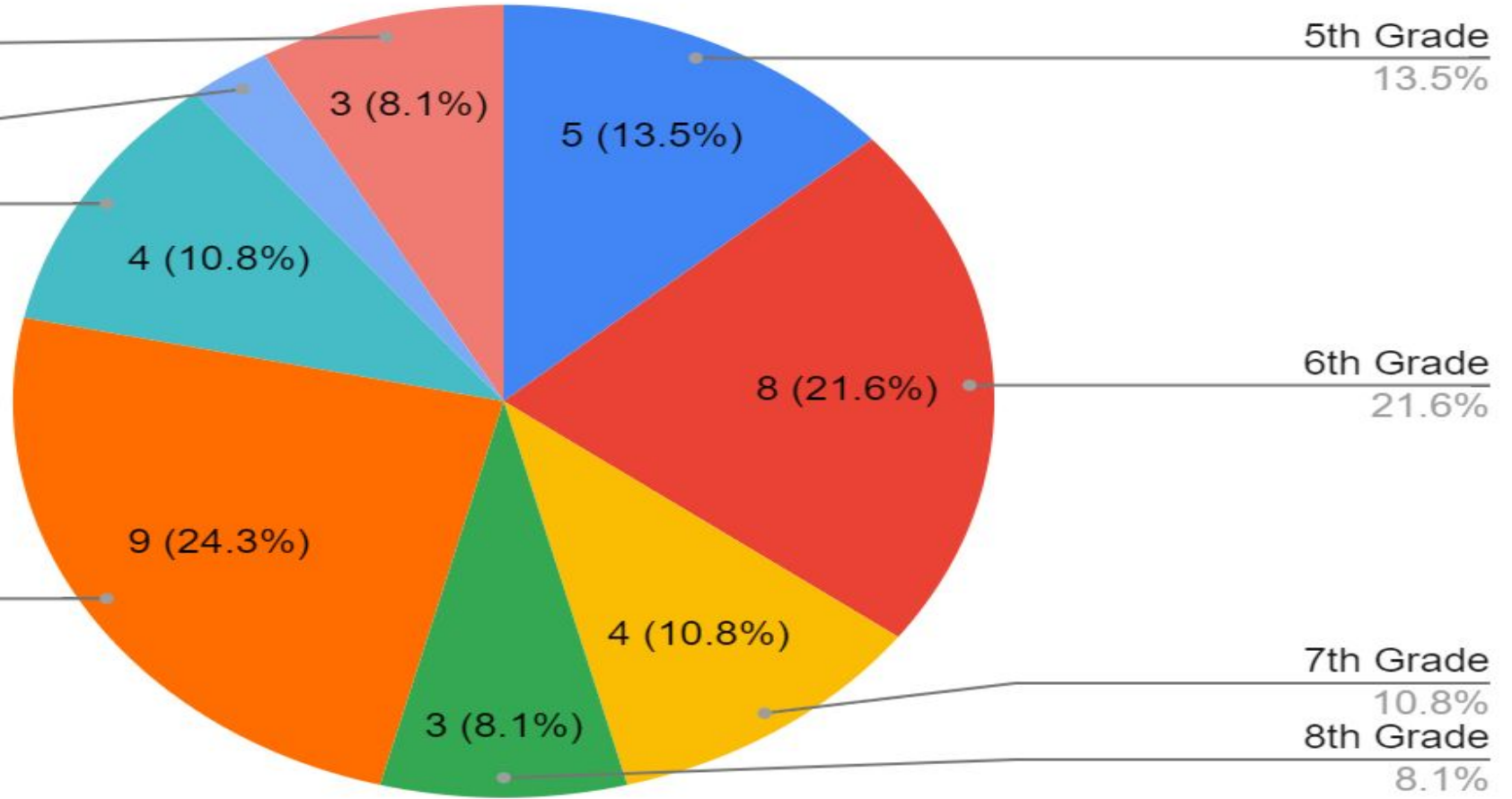
21.6%

7th Grade

10.8%

8th Grade

8.1%



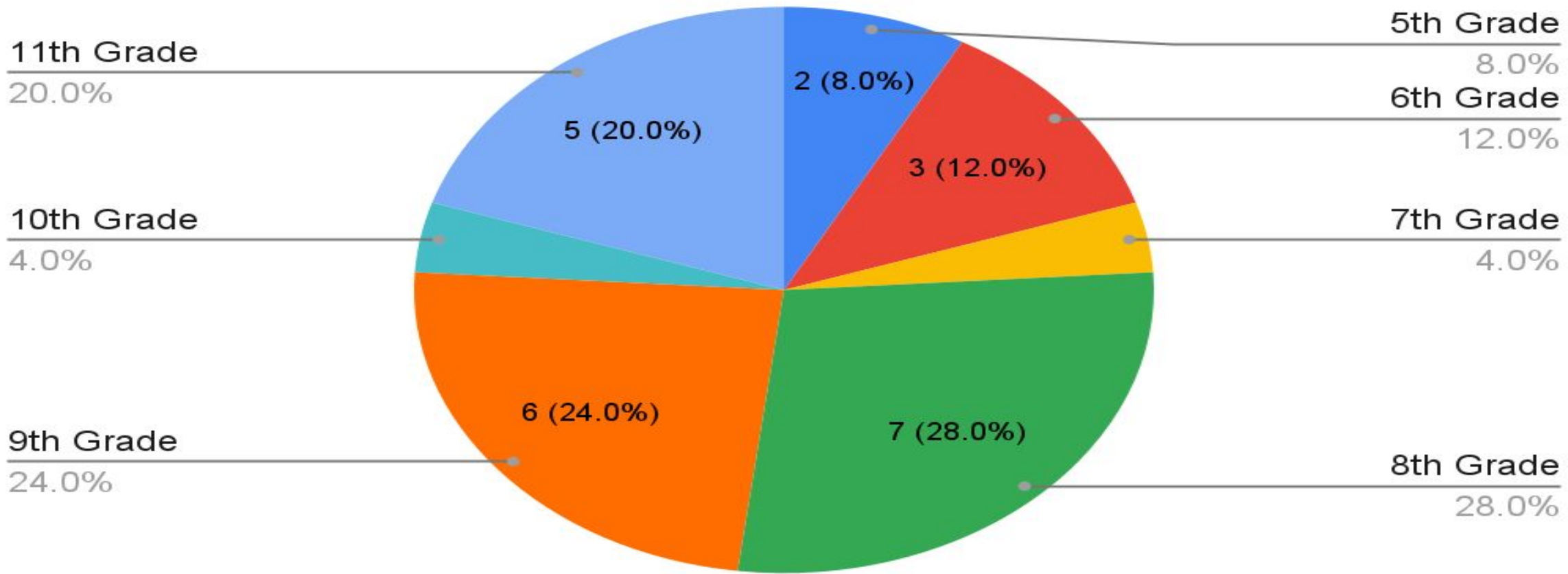
School Report: Tier 2 Designations

Academic	Social-Emotional Behavioral	Academics, Social-Emotional, and Behavioral
<p>66% of referred students categorized as Tier 2 based on Academic need</p>	<p>31% of referred students categorized as Tier 2 based on Social Emotional and Behavioral needs</p>	<p>3% of referred students categorized as Tier 2 based needs in all 3 areas (academics, SEL, and behavior)</p>

School Report: Tier 3 Designations

Tier 3 Students

Total-25 Students



School Report: Tier 3 Designations

Suicide Attempts/Ideation	Self Harm	Unhoused/Foster	Level 4 category suspension	2 or more Levels 1-4 suspensions since August 2023	Multiple Categories
4%	12%	8%	8%	56%	12%

In addition to the automatic process of placing a child in Tier 3, the department created a points matrix that we use to categorize students based on attendance, grades, suspensions, and restorative circles/discussions.

Coversheet

Q&A on Written School Report

Section: II. Standing Reports
Item: E. Q&A on Written School Report
Purpose: Discuss
Submitted by:
Related Material: January School Board Report_2023-24.pdf



Board Report

School-Wide

Board Report - December 2023-24

Principal Report

Dr. Tameka Jackson, Principal

School Leaders & Report Contributors:

Eric Becker, AP, Upper School

Zachary Rubin, AP, Middle School

Carrera Padilla, AP, Student Support

Kelly Le, Dir. of Teacher Residency & New Teacher Development

Arika Spencer-Brown, Director of College and Career Counseling

What:

In reflecting on the accomplishments and developments of Semester 1, there are notable achievements and areas of growth in the upper school community. Several athletic teams achieved success by making it to their respective playoffs, and enriching field trips to local universities and cultural institutions, such as the Modern Museum of Art, added valuable experiences for students.

A significant milestone was reached during the All School Meeting on January 13th, where the academic achievements of 260 upper school students (51%) were celebrated. These students received Merit, Cum Laude, Magna Cum Laude, or Summa Cum Laude awards based on their impressive grade point averages for the first semester. Core Value Awards, reflecting MWA's five core values of Respect, Scholarship, Resilience, Responsibility, and Community, were also presented to twenty-four students, including a category recognizing the "Most Improved."

- 107 received recognition for earning a GPA between 3.0 - 3.49 - *Merit*
- 38 received recognition for earning a GPA between 3.5 - 3.64 - *Cum Laude*
- 42 received recognition for earning a GPA between 3.65 - 3.79 - *Magna Cum Laude*
- 73 received recognition for earning a 3.8 GPA or higher - *Summa Cum Laude*

In middle school, the new Assistant Principal, Zachary Rubin, started in January, along with the school-wide Instructional Coach, Marjorie McCowan, who began in December. Like the upper school, middle school students reached a tremendous milestone with awards for Semester 1. 361 students (62%) received academic awards and 20 received Marlin of the Month Awards, based on our community values of Community, Resilience, Respect, Responsibility, and Scholarship.

- 114 received recognition for earning a GPA between 3.0 - 3.49 - *Merit*
- 54 received recognition for earning a GPA between 3.5 - 3.64 - *Cum Laude*
- 46 received recognition for earning a GPA between 3.65 - 3.79 - *Magna Cum Laude*
- 147 received recognition for earning a 3.8 GPA or higher - *Summa Cum Laude*

Teacher Interns faced challenges in time management for teaching demands and implementing new practices, as revealed by a survey. New teachers expressed a preference for one-on-one or small group settings and sought guidance in areas such as documenting phone calls home and setting up translation services.

Board Report - December 2023-24

Meanwhile, resident teachers demonstrated mastery in content, with most progressing through the program. However, one resident faced challenges meeting CSET requirements, leading to a transition.

The commitment to restorative practices and the decline in the suspension rate continues into Semester 2, marked by over 50 Restorative Conversations and school-wide Circles and Re-entry meetings so far in January. Faculty and staff are actively utilizing the *Student Services Referral Form* to address various concerns, resulting in 37 students classified as Tier 2 and 23 students in Tier 3, requiring additional support.

The Student College Admissions Notifications data revealed positive trends, with 100% of Rising Graduates indicating a Post-Secondary Plan. A majority of students submitted applications to UC and CSU schools, with plans for Community College Applications in January 2023. The College and Career Counseling (CCC) team is developing an Advisory Scope & Sequence plan, developing plans for college and career education sessions, and collaborating on field trip opportunities with external partners. The CCC team is working closely with members of the Making Waves Education Foundation (MWEF) senior leadership team on college access programming for students and parents/guardians.

Looking ahead, the CCC team is preparing for program plans for the upcoming 2024-2025 school year, further refining existing systems, and developing new systems to support students. The commitment to student success and holistic support remains evident in the ongoing initiatives and plans for the future.

So What:

In the context provided, the importance of acknowledging and celebrating positive student behavior and effort is highlighted as crucial for academic success. While many students are thriving, a significant number have struggled in the first semester. The main challenge for the second semester is identified as addressing this issue, requiring a collaborative community approach involving parents/guardians, faculty, instructional leaders, coaches, and students.

Efforts have been made to engage parents through platforms like Parent Square, emphasizing the significance of grades and maintaining a healthy GPA. The Second Annual Parent/Guardian Workshop focuses on a "5-12 Roadmap to Going and Graduating from College," offering actionable steps for parents to support their student's academic journey.

Data has been shared with instructional coaches and leaders to brainstorm ideas for supporting teachers with struggling students. Professional development sessions have revisited parent outreach protocols to strengthen the home-to-school connection.

The middle school Assistant Principal is slowly transitioning, shadowing the Principal for 45 days, observing classes, partnering with the upper school assistant principal, instructional coach, and members of the Instructional Leadership Team (ILT). The new instructional coach has been providing much needed support to new long-term substitute teachers through feedback in following the *MWA Instructional Playbook* to set up systems and structures in their classrooms. So far, these efforts are yielding early successes.

Board Report - December 2023-24

Intern teachers face challenges in time management and implementing introduced practices. Surveys indicate a preference for one-on-one or small group settings, and a need for modeling, particularly in areas like documenting phone calls home and setting up translation services.

Resident teachers, on the other hand, are excelling in mastering content, with some transitioning through the residency program. Monitoring the effectiveness of changes includes auditing *Professional Learning Community* (PLC) agendas and observing meetings.

To address the call for differentiated support, adjustments have been made in professional development structures, allowing for increased small-group collaboration time. Six PLCs have been created, tailored to individual credentialing needs. Teachers continue to receive one-on-one support with the Director of New Teacher Support, now on a monthly basis.

The focus on restorative conversations aims to foster personal responsibility and conflict resolution within the school community. The increase in these conversations promotes open communication, empathy, and understanding, addressing underlying issues and creating a supportive environment.

Future plans include collecting college admissions data for reporting purposes, partnering with Spring college and career series, and implementing key systems for efficiency by the new school year. The overall strategy involves a multi-faceted approach to address challenges, promote collaboration, and support the academic success of both students and teachers.

Now What:

In preparation for the upcoming progress reports (1 of 3 for Semester 2) on February 2nd, our focus remains on addressing the academic challenges faced by students failing one or more classes. This effort is particularly crucial as we anticipate the suspension of credit recovery programs during the summer of 2024, aligning with our commitment to reshape and enhance credit recovery in line with the Making Waves Academy Mission.

To assess the effectiveness of recent changes, we are actively monitoring various aspects, such as auditing Professional Learning Community (PLC) agendas and conducting observations during meetings. This allows us to gauge the collaboration's efficacy and provide support where needed. Our monthly professional development sessions will center around instructional themes identified in bi-weekly meetings of the Instructional Leadership Team, emphasizing the visibility of learning with clear success criteria.

Regarding the Residency Program, collaboration with Alder involves auditing transcripts upon conditional acceptance, starting as early as December 13 for the academic year 2024-2025. This early initiative aims to give incoming residents ample time to meet full CSET requirements before the program begins. By addressing potential testing requirement issues early on, we enhance the preparedness of Residents. Additionally, we are analyzing Cycle 1 faculty evaluation data to understand the correlation between mentor competencies and Resident preparedness, informing the criteria and development for MWA mentor recruitment.

Board Report - December 2023-24

The Student Support Services Department is actively implementing systems and procedures aligned with MWA Core Values. A forthcoming Family Newsletter will electronically provide families with mental health facts, coping skills, and resources to support student well-being. Collaborating with Student Activities Coordinators, we are encouraging students to express emotions through art, music, or writing, fostering self-regulation. Awareness campaigns promoting mental health and incorporating mental health-themed projects and competitions aim to normalize discussions around well-being. The department is also undergoing training on the web-based SEL tool, Nearpod, to support teachers in implementing lessons on restorative practices.

Coversheet

Q&A on Written Chief Executive Officer Report (CEO)

Section: II. Standing Reports
Item: F. Q&A on Written Chief Executive Officer Report (CEO)
Purpose: Discuss
Submitted by:
Related Material: MWA CEO Report to the MWA Board_JAN 2024_ABN.docx.pdf



Learn. Graduate. Give Back.

MWA CEO Report to the MWA Board

JANUARY 2024

We are technically at the midway point of the 2023-24 school year. We completed Semester 1 in December before the winter break. Most of our seniors have submitted their college applications to various schools they are interested in possibly attending. We have all three Assistant Principal budgeted roles hired for. We have three of four deans hired for. While there are still teaching positions vacant, long-term substitute teachers have been assigned these courses and are being supported by a new mid-year position added, an instructional coach. With these key hires, the intention is to continue to best support effective classroom instruction and student support.

We will be hosting another formal visit by our charter authorizer, the Contra Costa County Office of Education (CCCOE) in March. On the visit, they will speak directly to a range of MWA community members, including parents, teachers, staff, and leadership.

Students in both the middle and upper schools were celebrated and recognized for making the MWA Honor Roll. Students will receive honor roll t-shirts and parent car stickers for their parents/guardians.

I continue to meet with various teams across MWA to learn about and discuss their successes, challenges, data, and any reflections so far from the year. In January I met with the College and Career Counseling team. Upcoming teams I plan to meet with are the compliance and data team, the deans, and the finance team.

Quick Data

- Enrollment - **1,093** (as of DEC 2023)
 - middle school = 580 in DEC (583 in SEP)
 - upper school = 512 in DEC (515 in SEP)
- Avg. Daily Attendance (ADA) - **~94%**

	Hires / Promotions	Resignations / Separations
S1 Total	29	13

WASC/LCAP/“Big Rocks” Glossary

- **WASC** (Western Association of Schools and Colleges) – MWA’s school accreditation organization; requires renewal every 6 years and assesses a school’s progress against self-identified goals
- **LCAP** (Local Control Accountability Plan) – State’s accountability tool tied to priority funding areas
- **“Big Rocks”** – priorities; tasks, projects, goals, and mission critical objectives (Forbes, 1/20/21)

WASC/LCAP Goal Setting Framework (Framework used by MWA leaders to set individual goals)

WASC/LCAP Goals	“Big Rocks”	Individual Goals
The LCFF State Priority Goal Areas (8) aligned with the explicit WASC Goals (3)	MWA’s school-wide priorities for the year	Set by individuals in the form of year-long goals and quarterly OKRs (Objectives Key Results). Staff goals must be aligned with a WASC/LCAP goal. Brings transparency to how staff individual goals are aligned with the WASC/ LCAP goals

General WASC/LCAP Updates

WASC Goals/LCAP Priorities	CEO Updates
<p>1. Support for All Learners</p> <p><u>LCAP Priority Areas:</u> Goal 1: Basic Conditions Goal 2: Academic Standards Goal 3: Family Partnerships Goal 8: Academic Growth</p> <p>Goal Owners: - Dr. Tameka Jackson - Dr. Carrera Padilla - Katharine Mason</p>	<ul style="list-style-type: none"> ● Had a brief but substantive discussion with Erick Roa at MWEF to discuss the facilities management systems and approaches. The responsiveness, systems management, and proactive planning appear to be going very well. The facility feels very well managed. ● I completed a DRAFT of <u>MWA Programmatic Principles</u>. It will inform elements to update in the charter petition renewal as well as able to be shared with a variety of new and prospective staff at MWA. It is being reviewed by Dr. Jackson and Ms. Martinez with edits and additions. Once complete, it will be shared with the Curriculum and Instruction Review Advisory Committee and the MWA Board. ● I continue to review and discuss <u>various forms of data</u> with Dr. Jackson. Areas of emphasis are teaching practices (efficacy, pacing, and performance data) and student academic performance, particularly in English and math. ● We continue to discuss the progress she is seeing on the use of the 10 Core Strategies found in the MWA <u>Instructional Playbook</u>, which details and is a resource for MWA faculty in implementing proven best practices and approaches for instruction. ● Dr. Jackson and I continue to discuss her sense of progress being made on her areas of focus regarding <u>professional norms and expectations</u>. ● Continuing classroom <u>walk-throughs</u>, to get a sense of classroom culture and practices.

	<ul style="list-style-type: none"> Prepared to attend and support leadership and staff with upcoming <u>LCAP Advisory Group meetings</u> to discuss with parents and other community members about the LCAP progress this year. Continue to share data from the <u>school-wide data dashboard</u> with the larger MWA community - tracking attendance, GPAs, hiring, suspensions, and restorative meetings.
<p>2. College and Career Readiness</p> <p><u>LCAP Priority Areas:</u> Goal 4: College & Career Readiness Goal 7: Course Access</p> <p>Goal Owner - Dr. Arika Spencer-Brown</p>	<p>Nelson Goal: <i>I will develop, in partnership with others, a scope and sequence for college and career readiness (5th-12th grades), integrating and adapting elements of Making Waves Education Foundation's (MWEF) college success framework in order to help students and families be more informed about college and career-related decisions and attributes.</i></p> <ul style="list-style-type: none"> Met with CCC team, Dr. Jackson, and Mr. Becker to discuss <u>how we can better engage parents and guardians</u>, in real time, with concerns about their student's academic performance or behavioral concerns. Working with Dr. Jackson and Dr. Spencer-Brown on approaches to utilizing MWEF staff to support our <u>college access and education work</u>, as well as plot out an outline of a scope and sequence for college access education for parents, students, and staff.
<p>3. Diversity, Equity, & Inclusion</p> <p><u>LCAP Priority Areas:</u> Goal 5: Student Engagement Goal 6: School Climate</p> <p>Goal Owners: - Dr. Tameka Jackson - Dr. Carrera Padilla - Alton Nelson, Jr.</p>	<p>Nelson Goal: <i>I will champion and address issues of diversity, equity, inclusion, and belonging more consistently throughout the year with parents, students, and staff through staff PDs, discussions, written communication, and engagements with students and parents.</i></p> <ul style="list-style-type: none"> Led Central Office All Hands meeting in an opening activity connecting MLK Jr.'s life's work, our own personal values, and how that informs our work

Other Responsibilities/Activities

Role	Entity	Activity	Meeting Frequency
NCS Board President	North Coast Section	High school. athletics – rules, policies, & championships in the northern coastal counties.	7 Board & Exec. Mtgs.
CIF Executive Committee Member	CA Interscholastic Federation for state rules, policies, & playoffs	High school. athletics – rules, policies, & championships for the state of California.	7 Board & Exec. Mtgs
5C Executive Sponsoring Committee Acting President	Contra Costa County Charter Coalition	School sponsored & supported entity that looks to support parents in organizing and amplifying their voice for high quality, public education options.	Weekly meetings

- **NCS** - Facilitate JAN Board of Managers meeting. Topics the group discussed were related to sportsmanship (addressing incidents between players, coaches, and parents against officials and fan comments/actions against other players), NCS playoff approach, annual audit report, ejections, eligibility, and other business concerning the section. NCS and CIF are supporting schools with adapting to new state laws regarding training for sports teams on the use of their AED machines, measuring weather conditions (air quality and heat), and cool-down measures/mitigations for excessive heat days.
- **CIF** - In Long Beach for two days of meetings at the end of January. This is 2 of 3 larger annual meetings that include commissioners from all 10 sections, their section Presidents, and CIF executive committee members.
- **5C** - Continue to support 5C and our new Parent Organizer, Mariela Labrada, on supporting parents with their next parent institute (training) and some upcoming events for the spring.

APPENDIX

Detailed Updates

Below are updates related to progress against the Executive Team's "Big Rock's" for 2023-24.

Central Office - Big Rock #1:

Shift of service model for social-emotional support (MTSS)

Monitor and support the work of the COO, Principal, and Assistant Principal for Student Support in creating an infrastructure for a comprehensive and integrated systems for implementing MWA's Multi-Tiered Systems of Support (MTSS).

UPDATES:

- Talking with Ms. Martinez regularly about updates, data, and progress.
- Dr. Jackson and Dr. Padilla are working together on developing and refining the MTSS system, which includes an approach for Advisory/Homeroom and the use of our online SEL curriculum, Nearpod.

Central Office - Big Rock #2:

A focus on academic achievement and outcomes

Through classroom observations, data, and discussions, I will assess the efficacy and progress towards more targeted, curricular-aligned, engaging, and effective Tier 1 Core instruction, particularly in math and English classes.

UPDATES:

- Dr. Jackson and I met recently to discuss the triangulation of data that includes student academic performance, classroom observation data, and professional norms. With time and continued attention, I can see that we will have clear indicators and supports to continue to strengthen overall instruction and outcomes.

Central Office - Big Rock #3:

Ensure long-term financial viability ("right-sizing")

Continue to work with Wallace (MWA CFO) and the MWEF finance team and executive on "right sizing" MWA services and support with a focus on compensation models, FTE shifts, and program models.

UPDATES:

- The focus of our remaining executive team meetings this school year will be discussing, coming to agreement on, and beginning to enact measures and budgets that will put us on track to meet our long range financial plan goals over the next two fiscal years.

Coversheet

Q&A on Chief Operating Officer Report (COO)

Section: II. Standing Reports
Item: G. Q&A on Chief Operating Officer Report (COO)
Purpose: Discuss
Submitted by:
Related Material: COO Board Report_January 2024.pdf



Board Report

Chief Operating Officer

January 2024

Elizabeth Martinez

Chief Operating Officer

A new calendar year is underway and with it we are in the process of active planning for the upcoming school year. A significant part of my time is currently devoted towards the revision of our existing charter in anticipation of our renewal process. We are utilizing the process to analyze all aspects of our program and our operations deeply. The process is going well and I expect to bring our revised charter to the full board in June. As a part of this process, I am focused on 3 big goals for the first half of the semester.

Big Goals

1. Evaluate team structures and re-align their work to operate with more clarity, precision, and autonomy.
2. Finalize charter renewal strategy in anticipation of the renewal process (fall 2024).
3. Identify big shifts that will go into effect July 1, 2025 with the new charter term.

I am able to focus on the big goals because my team is managing their own areas relatively well (Appendix A). In addition to these goals, the area I continue to hyper-focus on is staffing; below you will find a quick update on hiring and our annual intent to return process.

Hiring

Hiring season is off to a great start for the 2024-2025 school. **We had 90 applicants submit their materials before the Pre-Priority Deadline across the 23 vacant positions.** Those who applied by this deadline and passed the initial screening steps are currently interviewing. This year, we launched application deadlines (Exhibit A) to streamline the interview/offer process rather than doing this on a rolling basis. We believe this shift will not only support our efforts around efficiency but more importantly, it will improve the experience of the candidates.

Faculty Application Deadlines (2024-2025 School Year)

	Application Due	Initial Interviews	Offer Expected
Pre-Priority	December 15	January 4-9	February 5
Priority	January 12	January 15-24	February 20
Round #1	February 1	February 5-9	March 11
Round #2	February 23	February 27-March 4	March 29
Round #3	March 15	March 18-22	April 19
Round #4	April 5	April 8-12	May 10

In addition to establishing application deadlines, we revamped our [website](#) to provide a more accurate, robust and comprehensive overview of our processes as well as our total compensation.

Intent to Return Update

We concluded our annual Intent to Return process which includes asking employees if they intend to return as well as MWA confirming whether we are inviting them to return or not. The reasons for not inviting an employee to return include: they let us know early they are not returning, they are not in good standing based on performance or the position is being eliminated. **As of now, we anticipate that 75% of our current employees will be returning for the 2024-2025 school year.** The focus of the cycle this year was to obtain a more accurate representation of staffing projections by using multiple data points: employee’s response to the initial survey, HR reports/concerns, performance reviews, organizational needs, and projected budget shifts. Utilizing all of this data holistically, Talent is positioned very well to capture strong candidates early.

January 2024

Appendix

Quarter 3 Priorities for COO Team

Compliance	<p>School Systems</p> <ul style="list-style-type: none"> ● Semester 2 grades distribution (progress reports) ● Student-Parent Handbook Revision Cycle Kickoff <p>State Reporting</p> <ul style="list-style-type: none"> ● CALPADS Fall 2 Submission ● School Accountability Report Card ● Civil Rights Data Collection <p>Assessments & Diagnostics</p> <ul style="list-style-type: none"> ● Launch and finalize CAASPP project planning with Assessment Working Group ● Monitor ELPAC progress and compliance; monitor/support winter IABs and related data dives; Produce mid-year report on semester 1 data dives (including new formative assessment work); create initial drafts and gather feedback on assessment calendar. <p>Compliance Monitoring</p> <ul style="list-style-type: none"> ● LCAP: Manage completion of first drafts of all LCAP sections; support with LCAP educational partner events and integrate feedback; ● Compliance misc: check in to make sure that all new laws that go into effect in January are being handled; Monitor/support compliance manager with county Annual Oversight visit in March; set up Williams inspection for next year (including making sure Ops self/pre-inspection occurs).
Talent	<p>Systems</p> <ul style="list-style-type: none"> ● Kick off meetings with hiring managers for SY24-25 (including any additional training) <p>Staffing</p> <ul style="list-style-type: none"> ● Begin active recruiting and selection (peak season for teachers and school-based staff!).
Attendance and Enrollment	<p>State Reporting</p> <ul style="list-style-type: none"> ● Completing student transfers to balance attendance reporting ● P-1 Attendance Submission <p>Attendance Monitoring</p> <ul style="list-style-type: none"> ● Attendance training for teachers ● Daily attendance tracking
Human Resources	<p>Employment</p> <ul style="list-style-type: none"> ● Review staff-voted priorities during a scheduled professional development session, with a focus on addressing top concerns and improving school culture ● Announcing Intent to Return: Distribute survey, conduct follow-up meetings, and send out renewal letters ● Collaborate with the Talent team to post job openings for non-returning staff on job boards following the intent to return notification deadline <p>Compliance</p> <ul style="list-style-type: none"> ● In collaboration with school leaders, HR will coordinate teacher credential plan meetings ● Collaborate with the general counsel to revise the employee handbook and submit it for approval at the May board meeting ● Compile the CTC declaration and EdCode options for necessary approval at the May board meeting

January 2024

	<p>Performance</p> <ul style="list-style-type: none"> ● Boosting Supervisor Skills: Review Q2 building blocks and proactively collaborate with supervisors seeking extra support in effectively engaging with their direct reports. ● Disseminate additional 15Five data to showcase tool utilization progress and provide individual training as necessary
<p>School Operations</p>	<p>Systems</p> <ul style="list-style-type: none"> ● Lottery/Enrollment activities ● Mock Facilities Inspection (FIT) ● Complete Comprehensive School Safety Plan - Annual Process ● Continue Master Calendar of Events Process ● Begin 24-25 Bell Schedule changes process ● Finish Standard Operating Procedure <p>Planning</p> <ul style="list-style-type: none"> ● Begin Summer and Summer School & 24-25 Marlin Academy Planning ● Begin EOY activities process ● Begin assessment for Summer Moves
<p>Student Support and Special Education</p>	<p>Monitoring & Consultation</p> <ul style="list-style-type: none"> ● Meet with the Assistant Principal of Student Support and Special Education Director on a monthly basis to provide consultative support but direct supervision will be provided by Dr. Jackson, MWA Principal

Coversheet

Q&A on Written Finance Report

Section: II. Standing Reports
Item: H. Q&A on Written Finance Report
Purpose: Discuss
Submitted by:
Related Material: 01 MWA December Financials-01.16.24.pdf



Making Waves Academy December 2023 Financial Report

Dear MWA Board Members,

At the end of December 2023, Making Waves Academy closed its books with \$7.04M in cash. Operations for MWA - "School" and MWA Central Office have been under budget for the month. MWA - "School" spent about \$2M, and MWA Central Office spent about \$259K in December 2023.

Year-to-Date

- The budget used for our comparisons is the board-approved 1st interim budget.
- MWA - "School" finished \$1.06M or 8% under budget, and MWA Central Office finished \$111K or 6% under budget.
- Government Revenues only - We received \$7.2M compared with \$5.68M last year. The increased income was from one-time state funding of the Expanded Learning Opportunity (ELO-P) Program, the Teacher Residency Expansion Grant, the Arts, Music, and Instructional Materials Discretionary Block Grant, and the Learning Recovery Emergency Block Grant that was deferred from FY23 to be spent in FY24.
- We have also received a year-to-date interest income of \$193K from interest-bearing accounts.
- There were 20.5 Full-Time Equivalent (FTE) unfilled positions in November after the 1st interim budget revisions. The unfilled positions comprised 13 teachers and 7.5 Full-Time Equivalent (FTE) non-teaching staff.

MWA - "School"

1. In December, the YTD savings of \$1.03M on salaries and benefits were due to 19.5 Full-Time Equivalent (FTE) unfilled positions and utilizing online learning platforms for our summer school instead of having it on-site.
2. Net savings of \$8K in supplies expenses were from the following:
 - a. Savings of \$31K were from approved textbooks, core curricula materials, and instructional supplies. As we approach mid-year, these purchases have already hit peak time and should slow down until the end of the school year.
 - b. Student food services, computer supplies, and custodial supplies were over by \$23K.
3. Budget savings of \$20K are from contract services expenses such as staff professional development, study trips, and other contract services.

MWA Central Office

1. The net savings of \$80K for salaries and benefits were from the Director of Compliance, Data, and Assessment vacancy and the staff's accrued paid time off. The variance of the accrued paid time off is due to timing, and it will even out as the school year progresses.
2. Budget savings of 31K were from computer supplies, furniture, office supplies, and other contract services.



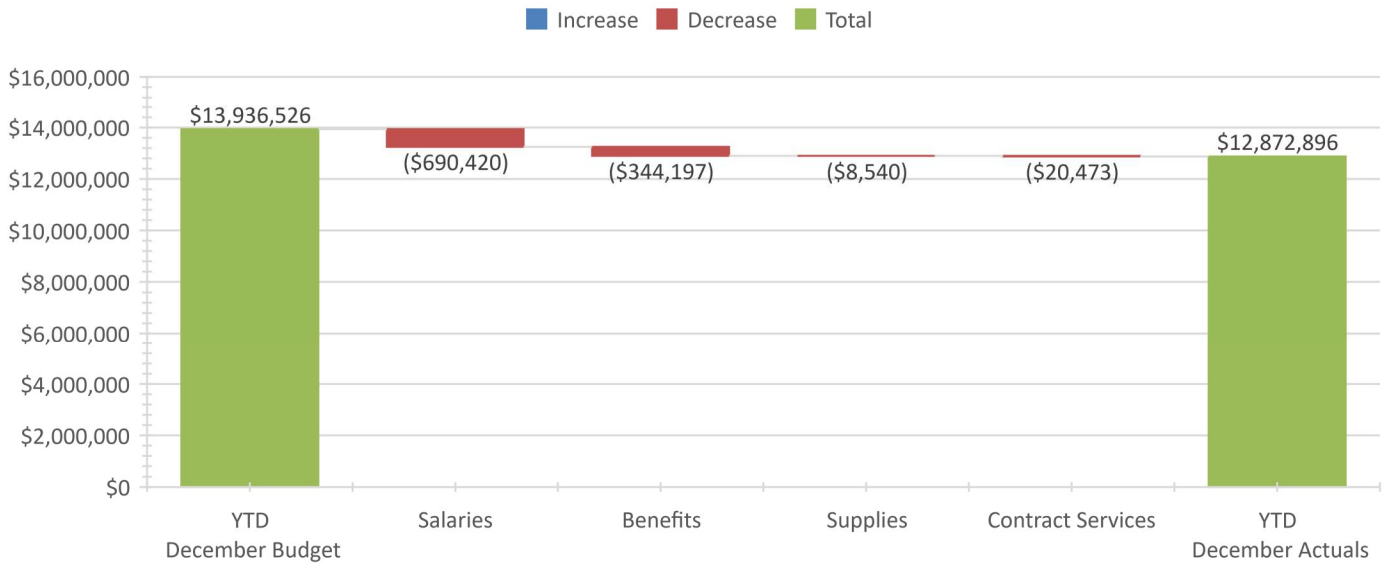
We wrapped up the short December month with no significant variances compared with the previous month. Our spending is well within our 1st interim budget range as we head into the new calendar year. We will monitor our cash flow closely to maintain appropriate cash levels, follow the state's revenue schedule, and accrue all revenues by June 30, 2024.

State and Local Payment Schedule:

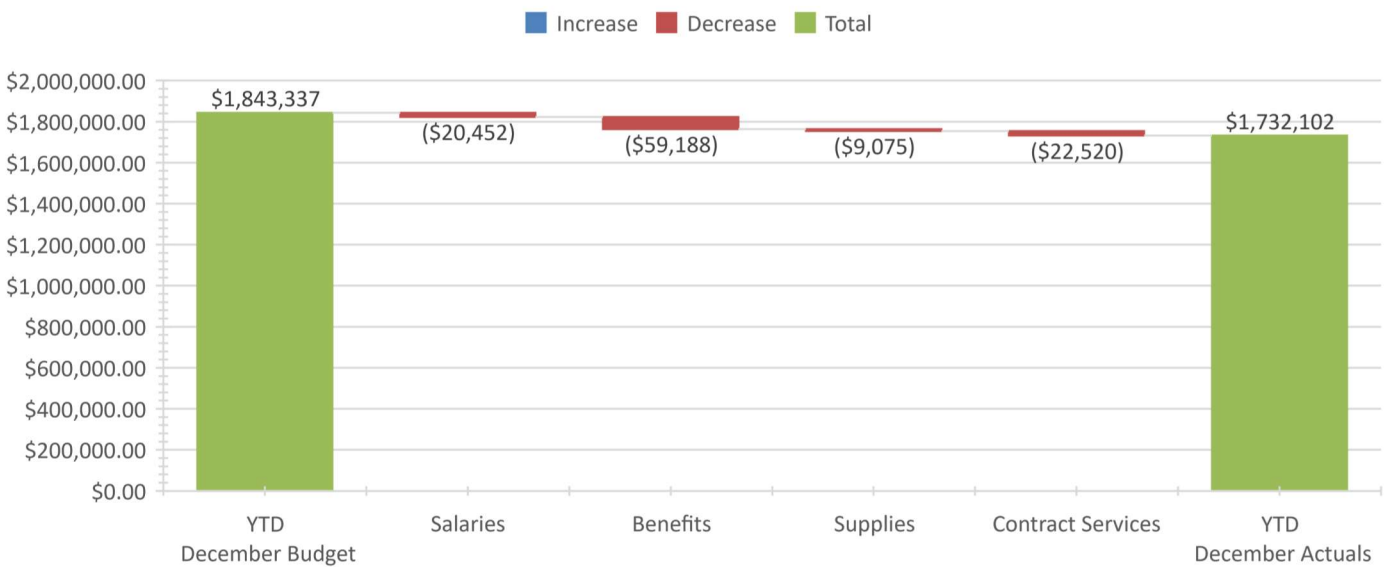
Month	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June (Deferred to July/August)
State Aid, LCFF, and State SPED	5%	5%	9%	9%	9%	9%	9%	20% of balance due	20% of balance due	20% of balance due	20% of balance due	20% of balance due
Property Tax	10%	6%	12%	8%	8%	8%	8%	8%	8%	8%	8%	8%



*YTD Expenses (July - December 2023)
Budget to Actual Reconciliation - MWA - "School"*



*YTD Expenses (July - December 2023)
Budget to Actual Reconciliation - MWA Central Office*



MWA - "School" YTD Actuals vs. Budget
December 2023

	A	B	C	D	E	F	G
1	MWA - "School" FY2024 Spending Budget Tracking Report		Monthly Executive Summary				
2	Actuals vs. Cycled Budget		1. Spending -8% under budget				
3			2. Budgeted teachers and staff vacancies of 19.5 FTE are not fully filled				
4							
5							
6	MWA Spending Budget	1st Interim Budget FY2024	07.01.22 - 12.31.23- Actuals	07.01.23 - 12.31.23- Preliminary Budget	Variance	% Variance	Notes
7	1100 - Teacher Salaries	5,234,292	2,107,676	2,425,842	(318,166)	-13%	Variance from the following: • 13 teacher vacancies • Savings from summer school stipends
8	1103 - Substitute Teacher Salaries	499,545	187,672	228,958	(41,286)	-18%	Savings from substitutes working at regular rate versus the budgeted rate at long-term substitute
9	1200 - Certificated Pupil Support	696,738	294,084	321,572	(27,488)	-9%	Savings from social worker vacancy
10	1300 - Certificated Supervisor & Administrator Salaries	1,183,671	515,820	546,886	(31,066)	-6%	Variance from the following vacancies: • Assistant Principal • Dean of Students
11	1409 - Special Temporary COLA	1,788,500	754,000	819,729	(65,729)	-8%	Savings from vacancies
12	1900 - Certificated Other Salaries	421,638	226,580	194,872	31,708	16%	Final check and Severance payments to terminated positions: • Behavior Specialist • SST/504 Coordinator
13	2100 - Classified Instructional Aide Salaries	1,032,195	436,803	476,397	(39,594)	-8%	Variance from the following: • Expanded Learning Tutor • Onboarded Expanded Learning Instructor later than budgeted
14	2200 - Classified Support Staff Salaries	945,499	421,766	452,808	(31,042)	-7%	Variance from the following: • Campus Supervisor vacancy • Onboarded another campus supervisor later than budgeted
15	2300 - Classified Supervisor & Administrator Salaries	762,858	306,672	352,088	(45,416)	-13%	Variance from the following vacancies: • Assistant Principal of Student Support • Director of Academic Support Services
16	2400 - Classified Clerical and Office Salaries	1,049,542	387,470	484,404	(96,934)	-20%	Variance from the following: • Executive Assistant to Principal vacancy • Savings from onboarded Student Support Services Coordinator at a lower rate than budget
17	2900 - Classified Other Salaries	287,495	107,283	132,690	(25,407)	-19%	Timing of paying Seasonal Coach stipends
18	Total Salaries	13,901,973	5,745,826	6,436,246	(690,420)	-11%	

**MWA - "School" YTD Actuals vs. Budget
December 2023**

	A	B	C	D	E	F	G
6	MWA Spending Budget	1st Interim Budget FY2024	07.01.22 - 12.31.23- Actuals	07.01.23 - 12.31.23- Preliminary Budget	Variance	% Variance	Notes
19	3101 - State Teachers Retirement System (STRS)	1,642,067	595,004	661,923	(66,919)	-10%	
20	3301 - Social Security and Medicare	485,185	190,584	223,990	(33,406)	-15%	Variance from vacancies
21	3401 - Health & Welfare Benefits	2,076,472	840,058	1,038,236	(198,178)	-19%	
22	3501 - Unemployment Insurance	69,511	44,921	46,482	(1,561)	-3%	
23	3601 - Workers Comp Insurance	180,726	91,912	90,364	1,548	2%	
24	3701 - 403(B) Retirement Match	120,305	28,176	55,525	(27,349)	-49%	Less staff taking advantage of matching
25	3999 - Accrued Paid Time Off	62,091	31,654	49,987	(18,333)	-37%	Variance is due to timing, will even out as the school year progress
26	Total Benefits	4,636,357	1,822,309	2,166,507	(344,198)	-16%	
27	Total Salaries & Benefits	18,538,330	7,568,135	8,602,753	(1,034,618)	-12%	
28							
29	4100 - Approved Textbooks and Core Curricula Mater	264,098	202,799	215,345	(12,546)	-6%	
30	4200 - Books and Other Reference (Faculty and Staff	16,450	921	1,113	(192)	-17%	
31	4315 - Custodial Supplies	50,000	34,853	31,843	3,010	9%	
32	4325 - Instructional Materials & Supplies	388,975	158,141	174,380	(16,239)	-9%	
33	4330 - Office Supplies	5,800	1,243	3,221	(1,978)	-61%	
34	4410 - Furniture, Equipment & Supplies (non-capitaliz	90,000	3,335	3,737	(402)	-11%	
35	4420 - Computers and IT Supplies (non-capitalized)	450,400	417,229	408,346	8,883	2%	
36	4710 - Student Food Services	257,000	125,768	115,440	10,328	9%	
37	4910 - Emergency Supplies	5,950	597	-	597	-100%	
38	4990 - Contingency	7,000	-	-	-	-100%	
39	Total Supplies	1,535,673	944,886	953,425	(8,539)	-1%	
40	5210 - Conference and Professional Development	137,724	92,418	95,819	(3,401)	-4%	
41	5215 - Travel - Mileage, Parking, Tolls	10,725	309	2,121	(1,812)	-85%	
42	5220 - Travel - Airfare & Lodging	41,525	8,385	12,954	(4,569)	-35%	
43	5225 - Travel - Meals	26,900	671	9,602	(8,931)	-93%	
44	5305 - Professional Dues & Memberships	29,700	7,056	19,219	(12,163)	-63%	
45	5421 - General Liability Insurance	484,212	243,856	246,595	(2,739)	-1%	
46	5510 - Utilities - Gas and Electric	495,500	237,256	237,198	58	0%	
47	5515 - Janitorial and Gardening Services	602,862	309,796	309,796	-	0%	
48	5525 - Utilities - Waste	60,000	30,101	29,452	649	2%	
49	5530 - Utilities - Water	96,000	42,560	47,655	(5,095)	-11%	
50	5605 - Equipment Leases and Rentals	120,000	62,339	72,809	(10,470)	-14%	
51	5610 - Occupancy Rent	1,840,836	920,418	920,418	-	0%	
52	5612 - Facilities Use Fees	21,500	4,930	5,789	(859)	-15%	
53	5615 - Repairs and Maintenance - Building	100,000	23,579	20,748	2,831	14%	
54	5617 - Repairs and Maintenance - Non-computer Equ	5,300	-	-	-	-100%	

MWA - "School" YTD Actuals vs. Budget
December 2023

	A	B	C	D	E	F	G
6	MWA Spending Budget	1st Interim Budget FY2024	07.01.22 - 12.31.23- Actuals	07.01.23 - 12.31.23- Preliminary Budget	Variance	% Variance	Notes
55	5618 - Repairs & Maintenance - Auto	18,000	1,207	1,269	(62)	-5%	
56	5806 - County Oversight Fees	145,240	-	-	-	-100%	
57	5810 - Contracted Services	682,757	219,458	224,600	(5,142)	-2%	
58	5810.001 - Food Service Administration	1,000	-	-	-	-100%	
59	5810.003 - Student Transportation	261,500	94,433	96,148	(1,715)	-2%	
60	5810.005 - Psychological Services	186,000	76,383	62,966	13,417	21%	
61	5810.006 - Substitute Teachers	282,000	264,906	180,976	83,930	46%	Utilize contract service substitutes for teacher vacancies
62	5810.008 - Information Technology	908,530	664,851	666,020	(1,169)	0%	
63	5811 - Student Exams Fees	17,000	1,811	1,734	77	4%	
64	5821 - Printing and Reproduction	39,000	15,635	27,783	(12,148)	-44%	
65	5840 - Study Trip - Entrance, Admission, & Ticket Fee	57,200	5,238	16,833	(11,595)	-69%	
66	5851 - Continuing Education Support	82,000	26,765	20,237	6,528	32%	
67	5897 - Special Education	801,290	168,382	212,810	(44,428)	-21%	Timing issue, waiting for invoice to come in
68	5898 - Use Tax	1,000	-	-	-	-100%	
69	5905 - Company Cell Phones	43,700	23,902	23,225	677	3%	
70	5910 - Internet	150,600	63,073	66,214	(3,141)	-5%	
71	5915 - Postage and Delivery	23,500	10,239	7,854	2,385	30%	
72	5920 - Landlines and Office Based Phones	7,800	4,622	4,056	566	14%	
73	6900 - Depreciation and Amortization	25,000	9,101	11,252	(2,151)	-19%	
74	INCO.EXP - 5895 MWAS (Central Office) Fees	1,452,400	726,196	726,196	-	0%	
75	Total Contract Services	9,258,301	4,359,875	4,380,348	(20,473)	0%	
76							
77	Total Salaries & Benefits	18,538,330	7,568,135	8,602,753	(1,034,618)	-12%	
78	Total Supplies	1,535,673	944,886	953,425	(8,539)	-1%	
79	Total Contract Services	9,258,301	4,359,875	4,380,348	(20,473)	0%	
80	Total Expenses	29,332,304	12,872,896	13,936,526	(1,063,630)	-8%	

**MWA Central Office YTD Actuals vs. Budget
December 2023**

	A	B	C	D	E	F	G
1	MWA Central Office FY2024 Spending Budget Tracking Report		Monthly Executive Summary				
2	Actuals vs. Cycled Budget		1. Spending -6% under budget				
3			2. Spending is on track on non-personnel expenses				
4							
5							
6	MWAS (Central Office) Spending Budget	1st Interim Budget FY2024	07.01.22 - 12.31.23- Actuals	07.01.23 - 12.31.23- Preliminary Budget	Variance	% Variance	Notes
7	1409 - Special Temporary COLA	172,000	70,500	78,833	(8,333)	-11%	
8	2300 - Classified Supervisor & Administrator Salaries	1,829,256	856,203	854,503	1,700	0%	
9	2400 - Classified Clerical and Office Salaries	131,077	46,678	60,497	(13,819)	-23%	
10	Total Salaries	2,132,333	973,381	993,833	(20,452)	-2%	
11	3101 - State Teachers Retirement System (STRS)	68,172	29,789	27,399	2,390	9%	
12	3301 - Social Security and Medicare	134,538	57,892	62,094	(4,202)	-7%	
13	3401 - Health & Welfare Benefits	309,950	150,384	154,975	(4,591)	-3%	
14	3501 - Unemployment Insurance	10,662	6,901	7,144	(243)	-3%	
15	3601 - Workers Comp Insurance	27,721	16,056	13,860	2,196	16%	
16	3701 - 403(B) Retirement Match	64,136	32,350	29,602	2,748	9%	
17	3999 - Accrued Paid Time Off	49,923	(17,296)	40,190	(57,486)	-143%	Variance is due to timing, will even out as the school year progress
18	Total Benefits	665,102	276,076	335,264	(59,188)	-18%	
19	Total Salaries & Benefits	2,797,435	1,249,457	1,329,097	(79,640)	-6%	
20							
21	4200 - Books and Other Reference (Faculty and Staff	1,600	-	108	(108)	-100%	
22	4330 - Office Supplies	13,900	1,179	7,720	(6,541)	-85%	
23	4390 - Other Food	1,000	-	-	-	-100%	
24	4410 - Furniture, Equipment & Supplies (non-capitaliz	1,000	-	41	(41)	-100%	
25	4420 - Computers and IT Supplies (non-capitalized)	10,200	748	3,133	(2,385)	-76%	
26	4990 - Contingency	30,000	-	-	-	-100%	
27	Total Supplies	57,700	1,927	11,002	(9,075)	-82%	
28	5210 - Conference and Professional Development	27,500	3,344	12,836	(9,492)	-74%	
29	5215 - Travel - Mileage, Parking, Tolls	4,450	371	880	(509)	-58%	
30	5220 - Travel - Airfare & Lodging	9,500	1,507	3,650	(2,143)	-59%	
31	5225 - Travel - Meals	5,200	193	2,436	(2,243)	-92%	
32	5305 - Professional Dues & Memberships	30,500	25,898	21,675	4,223	19%	
33	5605 - Equipment Leases and Rentals	5,000	2,492	3,034	(542)	-18%	
34	5803 - Accounting Fees	34,890	39,615	30,044	9,571	32%	
35	5804 - Legal Fees	75,000	22,016	33,987	(11,971)	-35%	
36	5810 - Contracted Services	437,682	243,435	229,442	13,993	6%	

**MWA Central Office YTD Actuals vs. Budget
December 2023**

	A	B	C	D	E	F	G
6	MWAS (Central Office) Spending Budget	1st Interim Budget FY2024	07.01.22 - 12.31.23- Actuals	07.01.23 - 12.31.23- Preliminary Budget	Variance	% Variance	Notes
37	5810.002 - Student Information & Assessment	66,800	48,813	46,766	2,047	4%	
38	5810.004 - Intervention & Consultation	1,000	-	-	-	-100%	
39	5810.005 - Psychological Services	1,000	-	-	-	-100%	
40	5810.008 - Information Technology	100,004	31,249	40,008	(8,759)	-22%	
41	5820 - Recruiting - Students	10,000	-	-	-	-100%	
42	5821 - Printing and Reproduction	2,500	129	1,995	(1,866)	-94%	
43	5850 - Staff Recruitment	72,001	24,826	32,489	(7,663)	-24%	
44	5851 - Continuing Education Support	7,500	-	1,851	(1,851)	-100%	
45	5853 - Payroll Processing Fees	68,000	23,277	25,861	(2,584)	-10%	
46	5905 - Company Cell Phones	7,500	6,078	3,986	2,092	52%	
47	5915 - Postage and Delivery	4,750	1,644	1,588	56	4%	
48	5992 - Bank fees (not interest charges)	12,000	5,830	10,710	(4,880)	-46%	
49	Total Contract Services	982,777	480,717	503,238	(22,521)	-4%	
50							
51	Total Salaries & Benefits	2,797,435	1,249,457	1,329,097	(79,640)	-6%	
52	Total Supplies	57,700	1,927	11,002	(9,075)	-82%	
53	Total Contract Services	982,777	480,717	503,238	(22,521)	-4%	
54	Total Expenses	3,837,912	1,732,101	1,843,337	(111,236)	-6%	

Making Waves Academy
FY2024

	A	B	C	D
1		Making Waves Academy		
2		Statement of Financial Position		
3				
4				
5				
6				
7		06/30/2023	12/31/2023	
8		Actual	Actual	Period Diff
9	Assets			
10	Current Assets			
11	Cash and Cash Equivalents			
12	9120.100 - *2535 BB Operating	(35,504)	(7,533)	(27,971)
13	9120.101 - *5882 BB ZBA Payroll	(202,102)	(188,754)	(13,348)
14	9120.102 - *5358 BB ICS	5,479,305	3,908,832	1,570,473
15	9120.300 - *3822 MWA Chase - Operations Cash	3,093,045	3,153,523	(60,478)
16	9120.301 - *3798 MWA Chase - Fundraising and Club Monies	159,624	175,174	(15,550)
17	Total Cash and Cash Equivalents	8,494,368	7,041,242	1,453,126
18	Accounts Receivable			
19	Accounts Receivable			
20	9210 - Accounts Receivable (not grants or pledges)	5,958,257	581,655	5,376,602
21	Total Accounts Receivable	5,958,257	581,655	5,376,602
22	Total Accounts Receivable, Net	5,958,257	581,655	5,376,602
23	Other Current Assets			
24	Prepaid Expenses			
25	9331 - Prepaid and Deposits - Current Portion (non-employee)	389,343	474,582	(85,239)
26	Total Prepaid Expenses	389,343	474,582	(85,239)
27	Total Other Current Assets	389,343	474,582	(85,239)
28	Total Current Assets	14,841,968	8,097,479	6,744,489
29	Long-term Assets			
30	Property & Equipment			
31	9460 - Leasehold Improvements	435,813	435,813	-
32	9470 - Vehicles	22,400	22,400	-
33	9461 - AD - Leasehold Improvements	(166,318)	(175,419)	9,101
34	9471 - AD - Vehicles	(22,400)	(22,400)	-
35	Total Property & Equipment	269,495	260,394	9,101
36	Other Long-term Assets			
37	Other Assets			
38	9475 - Right of Use Asset	205,093	205,093	-
39	9476 - Right of Use Asset Amortization	(46,800)	(78,274)	31,474
40	Total Other Assets	158,293	126,819	31,474
41	Total Other Long-term Assets	158,293	126,819	31,474
42	Total Long-term Assets	427,788	387,213	40,575
43	Total Assets	15,269,756	8,484,692	6,785,064

Making Waves Academy
FY2024

	A	B	C	D
1		Making Waves Academy		
2		Statement of Financial Position		
3				
4				
5				
6				
7		06/30/2023	12/31/2023	
8		Actual	Actual	Period Diff
44	Liabilities and Net Assets			
45	Liabilities			
46	Short-term Liabilities			
47	Accounts Payable			
48	9500 - Accounts Payable	1,914,849	285,886	1,628,963
49	9500.999 - Employee Expense Payables	5,667	-	5,667
50	9520.497 - CC*6315 Chase	49,497	14,868	34,629
51	Total Accounts Payable	1,970,013	300,754	1,669,259
52	Accrued Liabilities			
53	9601 - Payroll Liabilities	337,932	342,422	(4,490)
54	9602 - Benefits Liabilities	51,669	(322,554)	374,223
55	9603 - Accrued Paid Time Off Liability	485,821	500,179	(14,358)
56	9620 - Funds Held for Others (Student Groups and Agencies)	17,529	30,858	(13,329)
57	9625 - Funds Held for Chromebook	4,913	16,762	(11,849)
58	9630 - Funds Held for Summer Holdback	254,747	149,430	105,317
59	Total Accrued Liabilities	1,152,611	717,097	435,514
60	Deferred Revenue	3,868,015	2,457,654	1,410,361
61	Total Short-term Liabilities	6,990,639	3,475,505	3,515,134
62	Long Term Liabilities			
63	Other Long-term Liabilities			
64	Other Liabilities			
65	9745 - Operating Lease Liability	158,374	125,092	33,282
66	Total Other Liabilities	158,374	125,092	33,282
67	Total Other Long-term Liabilities	158,374	125,092	33,282
68	Total Long Term Liabilities	158,374	125,092	33,282
69	Total Liabilities	7,149,013	3,600,597	3,548,416
70				
71	Net Assets			
72	9800 - Equity			
73	Beginning Net Assets*	6,990,805	8,120,743	(1,129,938)
74	Change In Net Assets**	1,129,938	(3,236,648)	4,366,586
75	Total Net Assets	8,120,743	4,884,095	3,236,648
76	Total Liabilities and Net Assets	15,269,756	8,484,692	6,785,064
77				
140	* Beginning net assets refer to the net assets on the first day of the fiscal year.			
141	** 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 FY2024	07.01.23 - 12.31.23 - Actuals	07.01.23 - 12.31.23 1st Interim Budget	Variance	% Variance	Notes
7	Revenue						
8	8011 - State Aid - General Apportionment	7,498,379	2,808,387	2,763,387	(45,000)	-2%	
9	8012 - Prop 30 - Education Protection Account Entitlement	3,356,165	861,263	86,263	(775,000)	-898%	
10	8096 - In Lieu of Property Taxes	3,460,726	1,207,810	1,492,002	284,192	19%	Budget allocation based on timing of funding was received in FY23. Funding was not received until Jan in FY23.
11	8181 - Federal - Special Education	132,038	2	2	-	0%	
12	8220 - Federal - Child Nutrition Programs	160,000	29,065	29,065	-	0%	
13	8230 - Federal - American Rescue Plan - Homeless Children and Youth II	3,000	3,000	3,000	-	0%	
14	8263 - Federal - Elementary and Secondary School Relief III (ESSER III)	324,284	230,002	230,002	-	0%	
15	8290 - Federal - Title I - Basic Grant	362,284	-	-	-	0%	
16	8295 - Federal - Title II - Teacher and Principal Training	49,872	-	-	-	0%	
17	8296 - Federal - Title III - LEP	45,435	196	196	-	0%	
18	8297 - Federal - Title IV, Part A - Student Support	24,000	-	-	-	0%	
19	8299 - Federal - Other Revenue	118,437	79,178	79,178	-	0%	
20	8311 - State - Special Education	901,314	343,636	426,904	83,268	20%	
21	8313 - State - Special Education - Level 2 Mental Health Funding	53,300	-	-	-	0%	
22	8314 - State - Special Education - Level 3 Mental Health Funding	43,008	-	-	-	0%	
23	8319 - State - Other Revenues - Prior Years	-	84,048	-	(84,048)	0%	
24	8520 - State - Child Nutrition Programs	150,000	67,182	67,181	(1)	0%	
25	8525 - State - Expanded Learning Opportunities Grant	-	-	-	-	0%	
26	8526 - State - Expanded Learning Opportunities Program	332,310	585,139	196	(584,943)	-298440%	
27	8527 - State - Educator Effectiveness	40,000	80,527	-	(80,527)	0%	
28	8528 - State - A-G Completion Improvement Grant	-	-	-	-	0%	
29	8530 - State - Teacher Residency Expansion Grant	150,000	150,000	150,000	-	0%	
30	8531 - State - Arts, Music, and Instructional Materials Discretionary Block Grant	208,164	150,000	150,000	-	0%	
31	8532 - State - Learning Recovery Emergency Block Grant	544,724	544,724	544,724	-	0%	
32	8545 - State - School Facilities	1,264,919	-	-	-	0%	
33	8550 - State - Mandate Block Grant	36,528	36,281	36,264	(17)	0%	
34	8560 - State - Lottery	252,904	-	2,310	2,310	100%	
35	8590 - State - Other Revenue	-	31,214	-	(31,214)	0%	
36	8595 - State - Ethnic Studies	-	-	-	-	0%	
37	8621 - Local - Parcel Taxes	317,400	-	-	-	0%	
38	8808 - Realized Gains/Losses on Investments	-	(524)	-	524	0%	
39	8810 - Dividend Income	-	31	-	(31)	0%	
40	8811 - Interest Income	372,897	193,451	195,501	2,050	1%	
41	8980 - Contributions - Unrestricted	1,100,000	1,155,081	1,099,400	(55,681)	-5%	
42	8981 - John Regina Scully (JRS)	10,450,728	2,000,000	2,000,000	-	0%	
43	8986 - School Supply Fund Donations	6,000	1,807	1,807	-	0%	
44	8988 - In-Kind Donations	9,000	654	654	-	0%	
45							
46	Total Revenues	31,767,816	10,642,154	9,358,036	(1,284,118)	-14%	
47							
48							
49	YTD Revenue Non-SRE						
138							
139	MWA Non-SRE Revenue						
140							
141	Total Governmental Revenue	19,829,191	7,291,654				
142	Total Grants, Interest Income, and non-SRE donations	1,487,897	1,350,500				
143	Total external sources of revenue	21,317,088	8,642,154				
144							
145	Cumulative Revenues		8,642,154				
146	% of FY2023 Annual budget		41%				
147							
148							
149	Total student count (EOM) - 96% ADA		1079				
150							
151	Governmental revenue/student		\$6,758				
152	Grants and non-SRE donations/student		\$1,252				
153	Total external revenues per student		\$8,009				

**Cash Flow Projection
2023-24**

	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
9														
10	Descriptions	Jul-23	Aug-23	Sep-23*	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24*	Apr-24	May-24	Jun-24**	Total
59	Beginning Cash	8,494,368	8,557,194	8,355,789	8,310,271	8,325,550	7,175,036	7,041,242	6,990,241	8,627,398	8,250,607	11,468,432	10,019,257	8,494,368
60														
61	Cash In													
62	Government	1,681,814	789,023	956,198	1,998,573	953,045	910,831	2,135,378	1,733,178	2,095,635	2,061,488	1,549,582	2,717,525	19,582,270
63	Donation (Non-SRE)	2,071	5,394	2,386	100,334	1,933	1,045,424	2,607	16,373	9,358	708	708	(72,296)	1,115,000
64	Dividend & Realized Gains/Loss on Investments & Sale of Fixed Assets	25,147	32,213	35,864	36,781	32,748	30,204	-	-	-	-	-	-	192,957
65	JRSF	-	-	2,000,000	-	-	-	-	2,500,000	-	3,500,000	-	2,450,728	10,450,728
66	Total Cash In	1,709,032	826,630	2,994,448	2,135,688	987,726	1,986,459	2,137,985	4,249,551	2,104,993	5,562,196	1,550,291	5,095,957	31,340,955
67														
68	Cash Out***													
69	MWA	1,424,094	1,858,290	2,574,632	1,869,491	2,348,385	1,964,391	2,367,301	2,429,083	2,955,647	2,194,431	2,627,706	3,077,197	27,690,650
70	MWAS (Central Office)	250,477	295,537	348,465	249,512	331,651	273,287	262,261	295,013	351,150	295,340	298,727	373,368	3,624,788
71	Total Cash Out	1,674,571	2,153,827	2,923,097	2,119,003	2,680,036	2,237,678	2,629,562	2,724,096	3,306,797	2,489,771	2,926,433	3,450,565	31,315,438
72														
73	Net Change In Cash (In - Out)	34,461	(1,327,197)	71,351	16,685	(1,692,310)	(251,219)	(491,577)	1,525,455	(1,201,804)	3,072,425	(1,376,142)	1,645,392	25,517
95														
96	Net Change in Cash from Operating Acitivites	62,826	(201,405)	(45,518)	15,279	(1,150,514)	(133,794)	(51,001)	1,637,156	(376,791)	3,217,825	(1,449,175)	2,240,981	3,765,870
97														
98	Ending Cash	8,557,194	8,355,789	8,310,271	8,325,550	7,175,036	7,041,242	6,990,241	8,627,398	8,250,607	11,468,432	10,019,257	12,260,238	12,260,238
99														
103														
104														
105	Date Needed			9/15/2023					2/15/2024		4/15/2024		6/15/2024	
106														
107	Notes:													
108	*Three payrolls Funded													
109														
110	** June funding estimate is based on Board approved budget in June 2024 and likely to change according to actuals.													
111														
112	***Does not include non-cash items (i.e.: vacation, depreciation, and MWAS (Central Office) Fees to school)													

Coversheet

2024-2025 Academic Calendar

Section: IV. Consent Action Items
Item: A. 2024-2025 Academic Calendar
Purpose: Vote
Submitted by: Katharine Mason
Related Material: MWA Academic Calendar_2024-2025 DRAFT (1).pdf

BACKGROUND:

The proposed 2024-2025 Academic Calendar was revised to align Spring Break 2025 with WCCUSD's calendar. This calendar provides 182 days of instruction, one more than the previous two school years. In 2022, we brought forward Academic Calendars for two years. This year we are only bringing one as we are taking a closer look at the 2025-2026 school year as we work on our charter renewal.

Notable Changes for 2024-2025

- Added one additional day of instruction
- Increased teacher work days from 194.5 to 199
 - This is due to adding a few additional teacher work days (August 30, January 6, May 23, June 13)
- Moved away from Saturday Teacher Work Days

RECOMMENDATION:

We recommend the board reviews and approves the 2024-2025 Academic Calendar.

MWA 2024/25 Academic Calendar

July 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17*	18*	19*	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
30						

May 2025						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9*	10*	11*	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Holidays = 15							
Recess = 18							
Teacher PD (no school for students) = 7							Total Instructional Days 182
Teacher Work Day (no school for students) = 10							Total Teacher Work Days 17
# First day for 5th/9th Graders = 1							
* Early Dismissal (1:00pm) = 6							Total Teacher Workdays 199
First & Last Day of School (all students)							
First & Last Day for Teachers							Semester 1 85
# Progress Reports							Semester 2 97
# Contingency School Days (to be used for unexpected school closures)							
Sustainability Fridays for Staff = 5							

Federal Holidays 2024/25

Jul 4, 2024	Independence Day	Nov 28-29 2024	Thanksgiving	Jan 1, 2025	New Year's Day	May 26, 2025	Memorial Day
Sep 2, 2024	Labor Day	Dec 24, 2024	Christmas Eve	Jan 20, 2025	Martin L. King Day	Jun 19, 2025	Juneteenth
Oct 14, 2024	Indigenous People's Day	Dec 25, 2024	Christmas Day	Feb 17, 2025	Presidents' Day		
Nov 11, 2024	Veterans Day	Dec 31, 2024	New Year's Eve	Mar 31, 2025	Cesar Chavez Day		

Board Approved:

Coversheet

Bill Payments from November to December 2023

Section: IV. Consent Action Items
Item: B. Bill Payments from November to December 2023
Purpose: Vote
Submitted by: Hung Mai
Related Material: Bill Payment List - November 2023 - December 2023.pdf

BACKGROUND:

The bill payments for November 2023 to December 2023

RECOMMENDATION:

Please review and approve bill payments for November 2023 to December 2023

Making Waves Academy				
Bill Payment List				
November 2023 to December 2023				
Date	Num	Vendor	Amount	Descriptions
12/4/2023	18442	501(c) Agencies Trust	\$ 19,724.93	Unemployment Insurance
11/20/2023	18414	AAA Business Supplies & Interiors	\$ 1,285.61	Supplies
12/4/2023	18443	AAA Business Supplies & Interiors	\$ 1,618.58	Supplies
12/11/2023	18474	AAA Business Supplies & Interiors	\$ 1,261.69	Supplies
11/3/2023	18357	Active Internet Technologies, LLC	\$ 18,847.00	IT Contracted Services
11/27/2023	18437	Advanced Reproductive Care, Inc	\$ 1,250.00	Contract Services
11/6/2023	18375	Alert Services, Inc	\$ 548.75	Sport Medical Supplies
12/15/2023	18503	Alert Services, Inc	\$ 590.34	Sport Medical Supplies
11/13/2023	18398	Ameriflex LLC	\$ 593.45	FSA Administrative Fee
11/20/2023	18415	Anchor Counseling & Education Solutions, LLC	\$ 18,725.00	SPED Service
12/15/2023	18504	Anchor Counseling & Education Solutions, LLC	\$ 17,237.50	SPED Service
11/20/2023	18416	AT&T CALNET	\$ 770.28	Utility
12/15/2023	18505	AT&T CALNET	\$ 835.28	Utility
11/6/2023	18376	Bay Area Charters	\$ 11,919.50	Transportation for Field Trip and Sport
11/20/2023	18417	Bay Area Charters	\$ 6,601.25	Transportation for Field Trip and Sport
12/11/2023	18475	Bay Area Charters	\$ 3,725.00	Transportation for Field Trip and Sport
12/11/2023	18476	Bay Area Conference	\$ 450.00	Conference Fees
11/9/2023	18397	Bay Area International Translation Services LLC	\$ 138.00	Translation Services
11/9/2023	Voided - 18318	Bay Area International Translation Services LLC	\$ (138.00)	Translation Services
12/11/2023	18477	Bay Area International Translation Services LLC	\$ 1,215.00	Translation Services
12/15/2023	18506	Bay Area International Translation Services LLC	\$ 840.00	Translation Services
11/20/2023	18418	Bigbreak, LLC	\$ 27,984.59	Student Food
12/11/2023	18478	BSM Facility Services Group	\$ 7,030.00	Repairs and Maintenance - Building
11/20/2023	18419	BSNSports	\$ 35.71	Sport Supplies
11/6/2023	18377	California Choice Benefit Administrators	\$ 154,118.30	Health Insurance
12/4/2023	18468	California Choice Benefit Administrators	\$ 192,176.74	Health Insurance
11/6/2023	18378	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
11/20/2023	18420	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
12/4/2023	18444	CDW Government	\$ 1,000.64	IT Supplies

Making Waves Academy				
Bill Payment List				
November 2023 to December 2023				
Date	Num	Vendor	Amount	Descriptions
12/11/2023	18479	CDW Government	\$ 11,550.00	IT Supplies
11/3/2023	18360	Charter Safe	\$ 15,579.00	Liability and Worker Comp Insurance
12/4/2023	18445	Charter Safe	\$ 15,579.00	Liability and Worker Comp Insurance
11/29/2023		Chase	\$ 20,521.11	Credit Card Payment
12/28/2023		Chase	\$ 22,980.90	Credit Card Payment
11/6/2023	18379	ChildCare Careers, LLC	\$ 4,658.74	Substitutes Fee
11/13/2023	18399	ChildCare Careers, LLC	\$ 4,855.34	Substitutes Fee
11/20/2023	18421	ChildCare Careers, LLC	\$ 3,879.71	Substitutes Fee
11/27/2023	18438	ChildCare Careers, LLC	\$ 1,418.50	Substitutes Fee
12/4/2023	18446	ChildCare Careers, LLC	\$ 5,224.51	Substitutes Fee
12/11/2023	18480	ChildCare Careers, LLC	\$ 6,315.95	Substitutes Fee
12/4/2023	18447	Cintas	\$ 11,516.43	Custodial Supplies
12/15/2023	18507	Cintas	\$ 1,524.65	Custodial Supplies
11/20/2023		CircleUp Education	\$ 495.00	Professional Development
11/20/2023		CircleUp Education	\$ 247.50	Professional Development
12/4/2023		CircleUp Education	\$ 3,549.00	Professional Development
11/20/2023	18422	City of Richmond	\$ 705.25	Additional Sport Facilities Use Fees
12/4/2023	18448	CliftonLarsonAllen LLP	\$ 4,725.00	Legal Fees
11/13/2023	18400	Coda Technology Group	\$ 3,291.05	Contract Services
12/4/2023	18449	Coda Technology Group	\$ 4,585.55	Contract Services
12/11/2023	18481	CodeCombat Inc.	\$ 3,990.00	Contract Services
11/20/2023	18423	College Board	\$ 8,376.86	AP Exam and Book Supplies
12/11/2023	18482	College Board	\$ 4,100.00	AP Exam and Book Supplies
12/15/2023	18508	College Board	\$ 1,811.16	AP Exam and Book Supplies
12/11/2023	18483	Colonial Life	\$ 622.20	Health Insurance
12/11/2023	18484	Concord Locksmith	\$ 661.52	Contract Services
11/13/2023	18401	Concur Technologies, Inc.	\$ 387.58	IT Contracted Services
12/11/2023	18485	Concur Technologies, Inc.	\$ 387.58	IT Contracted Services
12/4/2023	18450	Contra Costa Co Office of Ed	\$ 30,800.00	Teacher Induction

Making Waves Academy				
Bill Payment List				
November 2023 to December 2023				
Date	Num	Vendor	Amount	Descriptions
12/11/2023	18486	Contra Costa Co Office of Ed	\$ 3,765.08	Teacher Induction
11/13/2023	18402	Cornerstone Educational Solutions	\$ 5,587.20	Contract Services
11/13/2023	18403	Corodata	\$ 72.18	Storage Fee
12/11/2023	18487	Corodata	\$ 70.01	Storage Fee
11/6/2023	18380	Crisis Prevention Institute	\$ 200.00	Professional Development
11/13/2023	18404	Cross Country Education	\$ 621.52	SPED Service
11/6/2023	18381	Cruz-Reiber, Jeannette	\$ 1,400.00	Contract Services
12/4/2023	18451	Cruz-Reiber, Jeannette	\$ 700.00	Contract Services
11/6/2023	18382	Dell Marketing L.P.	\$ 286,113.88	IT Supplies
12/4/2023	18452	Dell Marketing L.P.	\$ 3,156.21	IT Supplies
11/20/2023	18424	Department of Justice	\$ 119.00	Staff Recruitment
12/4/2023	18453	Department of Justice	\$ 102.00	Staff Recruitment
12/15/2023	18509	Department of Justice	\$ 250.00	Staff Recruitment
11/6/2023	18383	Dialink Corporation	\$ 2,232.24	IT Contracted Services
12/11/2023	18488	Dialink Corporation	\$ 2,232.24	IT Contracted Services
12/4/2023	18454	Edmentum	\$ 530.82	IT Contract Services
12/11/2023	18489	EdTec Inc	\$ 7,510.00	School Attendance Service
11/27/2023		Equitable Talent Strategies	\$ 7,560.00	Contract Services
11/20/2023	18425	Fort Bragg High School	\$ 375.00	Facility Rental Fee
11/6/2023		Fruge Psychological Assoc Inc	\$ 6,000.00	Psychologist
12/11/2023		Fruge Psychological Assoc Inc	\$ 3,600.00	Psychologist
11/27/2023	18439	Global Office Inc	\$ 1,583.45	Copier Lease
11/20/2023	18426	Hanna Interpreting Services LLC	\$ 11,174.55	Contract Services
11/13/2023	18405	Instruction Partners	\$ 27,785.00	Contract Services
12/4/2023	18455	Iron Mountain	\$ 579.80	Contract Services
12/15/2023	18510	Joffe Emergency Services	\$ 10,890.00	Contract Services
12/4/2023	18456	Jostens	\$ 16.46	Graduation Supplies
11/20/2023	18427	Kronos	\$ 4,736.21	Payroll system
12/11/2023	18490	Kronos	\$ 4,923.94	Payroll system

Making Waves Academy				
Bill Payment List				
November 2023 to December 2023				
Date	Num	Vendor	Amount	Descriptions
11/6/2023	18384	Law Offices of Young, Minney & Corr, LLP	\$ 1,979.50	Legal Fees
12/11/2023	18491	Law Offices of Young, Minney & Corr, LLP	\$ 4,151.50	Legal Fees
12/4/2023	18457	LBM, Business Services Inc.	\$ 1,500.00	E-Rate
11/13/2023	18406	Linde Group	\$ 22,698.62	IT Support
12/11/2023	18492	Linde Group	\$ 23,340.40	IT Support
11/6/2023	18385	Making Waves Education Foundation	\$ 153,403.00	School Lease
12/4/2023	18458	Making Waves Education Foundation	\$ 153,403.00	School Lease
11/20/2023	18428	Marcia Brenner Associates	\$ 2,234.10	IT Contract Services
11/6/2023	18386	Marin Benefits Administrators	\$ 350.00	Contract Services
12/11/2023	18493	Marin Benefits Administrators	\$ 350.00	Contract Services
11/20/2023	18429	Mid-County Officials Network	\$ 9,503.00	Sport Game Fees
12/4/2023	18459	Minuteman Press	\$ 165.01	Office Supplies
11/6/2023	18387	National Association for College Admission Counseling	\$ 330.00	Contract Services
12/4/2023	18460	Netronix Integration, Inc.	\$ 1,275.00	Contract Services
11/6/2023	18388	Northwest 84th Consulting, LLC	\$ 14,570.20	Contract Services
11/6/2023	18389	Office Depot	\$ 3,343.11	Office Supplies
11/13/2023	18407	Office Depot	\$ 2,554.75	Office Supplies
11/20/2023	18430	Office Depot	\$ 791.09	Office Supplies
12/4/2023	18461	Office Depot	\$ 1,920.07	Office Supplies
12/11/2023	18494	Office Depot	\$ 1,614.67	Office Supplies
11/20/2023	18431	Orkin Pest Control	\$ 867.98	Building Repairs/Maintenance
12/11/2023	18495	Orkin Pest Control	\$ 867.98	Building Repairs/Maintenance
11/27/2023		Pacheco's Cleaning Service	\$ 52,478.00	Janitorial Services
12/4/2023		PG & E - 0911653377-0	\$ 6,750.90	Utility
12/4/2023		PG & E - 1229161920-8	\$ 10,007.93	Utility
11/6/2023		PG & E - 2052957541-5	\$ 2,582.13	Utility
11/20/2023	18432	PG & E - 2052957541-5	\$ 28.01	Utility
12/4/2023		PG & E - 2052957541-5	\$ 481.40	Utility
12/4/2023		PG & E - 2538827590-8	\$ 12,256.00	Utility

Making Waves Academy				
Bill Payment List				
November 2023 to December 2023				
Date	Num	Vendor	Amount	Descriptions
12/4/2023	18469	PG & E - 3193279713-2	\$ 579.24	Utility
12/4/2023		PG & E - 3193279713-2	\$ (579.24)	Utility
12/4/2023		PG & E - 3193279713-2	\$ 579.24	Utility
12/4/2023		PG & E - 5344744823-3	\$ 2,133.65	Utility
12/4/2023		PG & E - 6293019192-9	\$ 10,235.32	Utility
11/3/2023	18368	PLIC - SBD GRAND ISLAND	\$ 21,015.02	Health Insurance
12/4/2023	18462	PLIC - SBD GRAND ISLAND	\$ 21,853.31	Health Insurance
12/11/2023	18496	Promethean	\$ 3,292.50	IT Contract Services
12/4/2023		Quadient Finance USA, Inc	\$ 5,010.00	Postage
12/4/2023		Quadient Leasing USA, Inc	\$ 1,197.16	Copier Lease
11/3/2023	18369	Quick SWPPP Corporation	\$ 600.00	Building Repairs/Maintenance
12/4/2023	18463	Quick SWPPP Corporation	\$ 600.00	Building Repairs/Maintenance
11/13/2023		ReadyRefresh by Nestle	\$ 516.91	Drinking Water Supplies
11/13/2023		ReadyRefresh by Nestle	\$ 819.01	Drinking Water Supplies
12/11/2023		ReadyRefresh by Nestle	\$ 267.12	Drinking Water Supplies
12/11/2023		ReadyRefresh by Nestle	\$ 300.24	Drinking Water Supplies
11/6/2023	18390	Republic Services #851	\$ 4,836.34	Waste Management
12/11/2023		Republic Services #851	\$ 5,918.84	Waste Management
11/6/2023		Rids Brother Company Inc	\$ 10,502.00	SPED Transportation Service
12/11/2023		Rids Brother Company Inc	\$ 7,769.00	SPED Transportation Service
11/13/2023	18408	Rubin, Zachary	\$ 1,307.11	Reimbursement
12/15/2023	18511	Salesforce, Inc.	\$ 4,200.00	IT Contract Services
11/27/2023	18440	Satarii, Inc.	\$ 7,076.57	Contract Services
11/6/2023	18391	Scoot Education Inc	\$ 4,411.52	Substitutes Fee
11/13/2023	18409	Scoot Education Inc	\$ 5,219.64	Substitutes Fee
11/20/2023	18433	Scoot Education Inc	\$ 4,247.52	Substitutes Fee
12/4/2023	18464	Scoot Education Inc	\$ 4,274.64	Substitutes Fee
12/11/2023	18497	Scoot Education Inc	\$ 4,233.64	Substitutes Fee
12/15/2023	18512	Scoot Education Inc	\$ 1,780.88	Substitutes Fee

Making Waves Academy				
Bill Payment List				
November 2023 to December 2023				
Date	Num	Vendor	Amount	Descriptions
11/13/2023	18410	Seneca Family of Agencies	\$ 7,166.67	SPED Service
11/27/2023	18441	Seneca Family of Agencies	\$ 13,608.00	SPED Service
12/4/2023	18465	Seneca Family of Agencies	\$ 800.00	SPED Service
12/11/2023	18498	Seneca Family of Agencies	\$ 7,166.67	SPED Service
11/13/2023		Stericycle, Inc.	\$ 228.24	Contract Services
12/15/2023	18513	Stericycle, Inc.	\$ 77.60	Contract Services
11/13/2023	18411	Sterling	\$ 135.00	Background Check
12/11/2023	18499	Sterling	\$ 172.00	Background Check
11/6/2023	18392	Swing Education, Inc	\$ 7,612.50	Substitutes Fee
11/13/2023	18412	Swing Education, Inc	\$ 6,162.50	Substitutes Fee
11/20/2023	18434	Swing Education, Inc	\$ 6,525.00	Substitutes Fee
12/4/2023	18466	Swing Education, Inc	\$ 7,250.00	Substitutes Fee
12/11/2023	18500	Swing Education, Inc	\$ 10,331.25	Substitutes Fee
12/15/2023	18514	Swing Education, Inc	\$ 8,700.00	Substitutes Fee
12/15/2023	18515	Teach For America - Bay Area	\$ 15,000.00	Staff Recruitment Fee
11/6/2023	18393	The College Board - MSRO	\$ 799.00	Professional Development
11/20/2023	18435	The Speech Pathology Group	\$ 1,876.95	SPED Service
11/3/2023	18372	T-Mobile	\$ 5,920.00	Telephone
12/11/2023	18501	T-Mobile	\$ 5,920.00	Telephone
11/13/2023		Verizon Wireless	\$ 9,343.59	Telephone
12/11/2023		Verizon Wireless	\$ 4,958.67	Telephone
11/3/2023	18373	Vision Service Plan	\$ 1,670.39	Health Insurance
12/4/2023	18467	Vision Service Plan	\$ 1,709.56	Health Insurance
11/6/2023	18394	Wells Fargo Vendor Financial Services, LLC	\$ 3,740.28	Copier Lease
11/13/2023	18413	Wells Fargo Vendor Financial Services, LLC	\$ 2,058.91	Copier Lease
12/11/2023	18502	Wells Fargo Vendor Financial Services, LLC	\$ 5,799.19	Copier Lease
		November 2023 to December 2023	\$ 1,833,537.52	
		November 2022 to December 2022	\$ 1,708,496.35	

Coversheet

Approve Minutes: December 4, 2023 Board Meeting

Section: IV. Consent Action Items
Item: C. Approve Minutes: December 4, 2023 Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for December Board Meeting on December 4, 2023

APPROVED



Making Waves Academy

Minutes

December Board Meeting

Date and Time

Monday December 4, 2023 at 11:00 AM

Location

In-person at:

Making Waves Academy
4123 Lakeside Dr.
Richmond, CA 94806

And streaming on zoom:

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

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

Passcode: 073032

Or One tap mobile :

+16694449171,,87855022048#,,,,*073032# US

+16699006833,,87855022048#,,,,*073032# US (San Jose)

Or Telephone:

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

+1 669 444 9171 US

+1 669 900 6833 US (San Jose)

+1 253 205 0468 US

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 719 359 4580 US

+1 689 278 1000 US

+1 929 436 2866 US (New York)

+1 301 715 8592 US (Washington DC)

+1 305 224 1968 US

+1 309 205 3325 US

+1 312 626 6799 US (Chicago)

+1 360 209 5623 US

+1 386 347 5053 US

+1 507 473 4847 US

+1 564 217 2000 US

+1 646 931 3860 US

Webinar ID: 878 5502 2048

Passcode: 073032

International numbers available: <https://mwacademy.zoom.us/j/87855022048>

COMING SOON

- 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/3RmPRya>
- HAGA CLIC AQUI para acceder el reporte escolar/CLICK HERE to access the school board report in Spanish: <https://bit.ly/483MIZY>

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:

Edeson Beredo at eberedo@mwacademy.org or 510-410-0518.

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.
 - **Speakers may submit a request to speak before 9:00 AM on the day of the board meeting, fill out a comment card at the meeting, or raise their hand/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 eberedo@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.

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 eberedo@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:

Edeson Beredo at eberedo@mwacademy.org or 510-410-0518.

Please note that all agenda times are estimates.

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

Directors Present

Alicia Klein, Amy Obinyan (remote), Esther Hugo, Janis Glover, Layla Naranjo, Margaret Watson

Directors Absent

Jessica Laughlin

Directors who arrived after the meeting opened

Layla Naranjo

Guests Present

Alton B. Nelson Jr., Edeson Beredo, Elizabeth Martinez, Tameka Jackson

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 Monday Dec 4, 2023 at 11:10 AM.

B. Record Attendance

C. Remarks by Board President

Board president made comments about the end of the first semester, regular use of data across functional areas evidenced at each board meeting, and plans for board listening sessions with faculty, staff, and parents in January/February next year.

Layla Naranjo arrived at 11:12 AM.

Interpreter joined remotely at 11:13 AM.

D.

Public Comment

No public comment was made.

II. Standing Reports

A. Mission Connection: EL Reclassification

Board members read quotes from students about their experience and what it means to be "reclassified."

B. ASB Update

ASB Members provided an update on their successes, challenges and priorities. Board members asked questions, including topics around cafeteria food, student restrooms, uniforms, and updates on tutoring/peer tutoring.

C. Deep Dive: Multi-Tiered System of Support (MTSS) Overview

MWA COO provided an overview of MTSS, the framework for providing support and interventions of all types, and explained the differences between this model and MWA's previous model, as well as the rationale for the switch. Also provided was data that gave insight into the process implementation progress and plans for Semester 2.

D. Q&A on Written School Report

Board members asked questions about the School Report, which included topics related to critical learner needs: ELD, intervention, extended day, and SpEd.

E. Q&A on Written Chief Executive Officer Report (CEO)

Board members asked questions about the CEO's report, which was focused on challenges related to curriculum implementation.

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

Board members asked questions about the COO's report, which was focused on the new hiring process and provided an overview of data from the last hiring cycle.

G. Q&A on Written Finance Report

Board members asked questions about the Finance Report. Board asked questions regarding the financial side of the decrease in school lunch consumption.

H. Break

The board took a 10 minute break.

III. Non-Action Items

A.

Board Work and Advisory Committee Updates

- Board Member Janis Glover provided an update on the Audit Advisory Committee and recommended the board approve the audit.
- Board President Alicia Malet Klein provided an update on the Finance Advisory Committee and recommended the board approve the First Interims.
- Board Member Esther Hugo gave a presentation on the Curriculum and Instruction Review Committee fall meeting and classroom visits.

IV. Consent Action Items

A. 2024-2025 Academic Calendar

No action was taken, the item was pulled from the agenda over a possible error in the timing of spring break. The proposed calendar will be voted on during the next regular board meeting.

B. Vendor Invoices for October 2023

Layla Naranjo made a motion to Approve.
Janis Glover seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

C. Approve Minutes: October 13, 2023 Fall CIRAC Meeting

Layla Naranjo made a motion to approve the minutes from Fall CIRAC Meeting on 10-13-23.
Janis Glover seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

D.

Approve Minutes: October 16, 2023 Board Meeting

Layla Naranjo made a motion to approve the minutes from October Board Meeting on 10-16-23.

Janis Glover seconded the motion.

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

Roll Call

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

E. Approve Minutes: November 15, 2023 Finance Advisory Meeting

Layla Naranjo made a motion to approve the minutes from Finance Advisory Meeting on 11-15-23.

Janis Glover seconded the motion.

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

Roll Call

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

F. Approve Minutes: November 17, 2023 Audit Advisory Meeting

Layla Naranjo made a motion to approve the minutes from Audit Advisory Meeting on 11-17-23.

Janis Glover seconded the motion.

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

Roll Call

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

G.

Approve Minutes: November 17, 2023 Special Board Meeting

Layla Naranjo made a motion to approve the minutes from Special Board Meeting on 11-17-23.

Janis Glover seconded the motion.

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

Roll Call

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

V. Action Items

A. 2022-23 Audit Report

Esther Hugo made a motion to Approve.

Margaret Watson seconded the motion.

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

Roll Call

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

B. FY24 First Interim Budget

Layla Naranjo made a motion to Approve.

Janis Glover seconded the motion.

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

Roll Call

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

VI. Closed Session

A. Lawsuit updates

The board adjourned to the closed session pursuant to Section 54956.9; no action was taken.

VII. Discussion Items

A. Appreciations by the Board of Directors

Board members and school leaders expressed appreciations.

B. Schedule of Remaining Board of Directors Meetings for 2023-2024

1/29/24 at 11am

3/11/24 at 4pm

5/6/24 at 4pm

6/10/24 at 11am

VIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:53 PM.

Respectfully Submitted,
Edeson Beredo

Coversheet

School Accountability Report Card (SARC)

Section: V. Action Items
Item: A. School Accountability Report Card (SARC)
Purpose: Vote
Submitted by: Carmen Velarde
Related Material: MWA SARC w all data-edited-1.19.24.pdf

BACKGROUND:

This year, I color-coded the tables based on the academic year that the data is coming from. This should reduce confusion.

RECOMMENDATION:

I recommend that the board approve our SARC.

Making Waves Academy

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 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	Dr. Tameka Jackson
Email Address	mwainfo@mwacademy.org
School Website	https://www.makingwavesacademy.org/
County-District-School (CDS) Code	07100740114470

2023-24 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	www.cocoschools.org

2023-24 School Description and Mission Statement

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

With roots firmly planted in the Richmond community since the inception of the Making Waves Education Program (MWEP) in 1989, MWA fulfills the promise of public schools with a rigorous, college-preparatory curriculum, psychological services, social-emotional development, and academic support. 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.

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 language, music, fine and performing arts and social

2023-24 School Description and Mission Statement

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 seven 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 aims to prepare 100% of our students for college while also embracing and supporting students to explore and pursue careers of their choosing in fulfilling their own dreams for themselves

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	153
Grade 6	160
Grade 7	161
Grade 8	162
Grade 9	144
Grade 10	167
Grade 11	89
Grade 12	88
Total Enrollment	1,124

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2%
Male	48.8%
American Indian or Alaska Native	0.3%
Asian	2.3%
Black or African American	7.7%
Filipino	0.8%
Hispanic or Latino	85.9%
Two or More Races	0.6%
White	1.3%
English Learners	30.2%
Foster Youth	0.1%
Homeless	0.4%
Socioeconomically Disadvantaged	86.7%
Students with Disabilities	7.8%

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)	39.60	58.32	189.00	57.47	234405.20	84.00
Intern Credential Holders Properly Assigned	5.90	8.77	22.00	6.71	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10.60	15.60	71.40	21.71	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.10	7.55	22.50	6.85	11953.10	4.28
Unknown	6.60	9.71	23.80	7.25	15831.90	5.67
Total Teaching Positions	68.00	100.00	328.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	2.50
Misassignments	8.00	8.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	11.00	10.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	5.10
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	8.00	5.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	15.1	10.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	23.5	6.2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 6th Grade - 12th Grade (College Board) 5th Reading Wonders (Houghton Mifflin) 2017	Yes	0.0
	Thank You For Arguing (Penguin Random House) Princeton Review AP English Literature & Composition Prep, 2022 Fish Tank - Student Workspace 2016/7 (5th Grade) ELD: English 3D (Houghton Mifflin), Courses A, B, and C (Online workbooks and textbooks/ Print Issue Textbooks, 2021)		
Mathematics	Calculus – 4th Edition (Pearson) 2014 Carnegie Learning Math AP Statistics & Data Analysis (NGL/Cengage) 2017 Math Expressions (McGraw Hill) 2017 Open Up Math	Yes	0.0
Science	Open Science Education - Impact Science (5th-8th) HMH Dimensions Biology (Grade 10) HMH Dimensions Chemistry (Grade 11) HMH Dimensions Conceptual Physics (Grade 9) HMH Dimensions Earth & Space (Grade 9) DHO Health Science (NGL / Cengage) 2017 Body Structure Functions (NGL / Cengage) 2017 Medical Terminology for Health-(Cengage)	Yes	0.0

History-Social Science	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 Social Studies Alive! (TCI) History Alive! The Ancient World (TCI) History Alive! The Medieval World (TCI) History Alive! US Through Industrial Harrison, American Democracy Now, 2017 American History (Houghton Mifflin Harcourt) 2018 The American Pageant (Cengage)	Yes	0.0
Foreign Language	Descubre 2022 Level 1 (Vista Learning) Descubre 2022 Level 2 (Vista Learning) Descubre 2022 Level 3 (Vista Learning) Temas 3e (Vista Learning)	Yes	0.0
Health			0.0

School Facility Conditions and Planned Improvements

The school, in partnership with the property owners, conducts regular inspection and both preventative and routine maintenance of the facility grounds, systems and buildings. This Integrated Facilities Team monitors and addresses repair and maintenance issues as they occur, are identified through inspections, and/or are reported by staff.

Year and month of the most recent FIT report	7/19/2023
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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		loose faucet / toilet seats repaired
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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	39	45	45	44	47	46
Mathematics (grades 3-8 and 11)	15	21	21	25	33	34

2022-23 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	730	723	99.04	0.96	44.60
Female	373	368	98.66	1.34	47.83
Male	357	355	99.44	0.56	41.24
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	78.95
Black or African American	65	65	100.00	0.00	43.08
Filipino	--	--	--	--	--
Hispanic or Latino	615	608	98.86	1.14	43.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	46.15
English Learners	205	205	100.00	0.00	18.14
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	635	628	98.90	1.10	44.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	58	100.00	0.00	12.28

2022-23 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	730	721	98.77	1.23	20.67
Female	373	367	98.39	1.61	18.53
Male	357	354	99.16	0.84	22.88
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	42.11
Black or African American	65	64	98.46	1.54	14.06
Filipino	--	--	--	--	--
Hispanic or Latino	615	607	98.70	1.30	19.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	38.46
English Learners	205	203	99.02	0.98	5.42
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	635	628	98.90	1.10	20.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	57	98.28	1.72	3.51

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	19.22	20.90	0.00	0.00	29.47	30.29

2022-23 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	494	489	98.99	1.01	20.90
Female	258	254	98.45	1.55	18.50
Male	236	235	99.58	0.42	23.50
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	45.45
Black or African American	46	45	97.83	2.17	15.56
Filipino	--	--	--	--	--
Hispanic or Latino	419	415	99.05	0.95	20.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	118	118	100.00	0.00	0.85
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	438	433	98.86	1.14	20.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	43	100.00	0.00	4.65

2022-23 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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	89
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	19
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	81.11

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	99	99	100	100	100
Grade 7	98	99	93	98	93
Grade 9	96	97	97	96	97

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.

2023-24 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 Parent Talks with the principal and assistant principal 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, participating in School Safety Planning Committee, attending Parent Talks, chaperoning study trips, managing or supporting classroom events, grade-level events or school-wide events. Annual events which parents may support include: cultural celebrations, 8th grade graduation, 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, assisting with school-sponsored charitable projects (e.g. the annual food bank & toy drives), providing traffic control or supervision support for arrival, dismissal, parent meetings and other events, participating in parent feedback surveys, referring families to the lottery process, and participating in student led advisory family conferences.

Parents are also employed at the school in a variety of positions.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	1	6.2	5.3	5.4	3.6	5.3	9.4	7.8	8.2
Graduation Rate	88.5	86.6	90.5	87.9	91.2	91.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	95	86	90.5
Female	52	50	96.2
Male	43	36	83.7
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	87	80	92.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	18	15	83.3
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	84	76	90.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1155	1135	262	23.1
Female	587	578	135	23.4
Male	568	557	127	22.8
American Indian or Alaska Native	4	4	0	0.0
Asian	27	27	2	7.4
Black or African American	95	93	32	34.4
Filipino	10	10	0	0.0
Hispanic or Latino	987	971	212	21.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	8	6	75.0
White	17	16	6	37.5
English Learners	360	351	79	22.5
Foster Youth	1	1	1	100.0
Homeless	6	6	3	50.0
Socioeconomically Disadvantaged	991	979	231	23.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	102	99	32	32.3

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	5.93	9.81	12.47	0.11	4.04	5.32	0.20	3.17	3.60
Expulsions	0.00	0.09	0.43	0.03	0.02	0.08	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.47	0.43
Female	5.28	0
Male	19.89	0.88
Non-Binary		
American Indian or Alaska Native	0	0
Asian	11.11	0
Black or African American	26.32	1.05
Filipino	0	0
Hispanic or Latino	11.14	0.3
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	11.76	0
English Learners	12.22	0.56
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	12.41	0.4
Students Receiving Migrant Education Services	0	0
Students with Disabilities	16.67	1.96

2023-24 School Safety Plan

The Making Waves Academy Comprehensive School Safety Plan (updated February 2023) 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 Campus Operations & Safety Coordinator, supervised by the Campus Operations & Safety Manager
- All faculty and designated safety staff (noted above) receive first aid and CPR certification every two years
- All staff are trained on emergency procedures

COVID Response:

2023-24 School Safety Plan

- During the 2022-2023 school year, face masks were initially required at all times indoors and outdoors, later deemed optional outdoors, and as of June 2023 masking was deemed optional indoors and outdoors.
- COVID testing was required for all students and staff prior to start of school and return from breaks
- All Air Filters are MERV 13

* Masks, tests, hand sanitizer and surface wipes are readily available.

Additionally:

- Fire drills are held monthly for grades 5th-8th and quarterly for grades 9th-12th.
- Earthquake drills are held quarterly.
- Shelter in Place, Secure Campus, 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 for all staff and students for 72 hours.

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.

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
5	28	0	36	0
6	28	1	36	0
Other	7	3	0	0

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
5	26	4	47	0
6	27	3	53	0

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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
5	24	6	56	0
6	26	0	60	0
Other	15	2	0	0

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	0
Mathematics	22	18	17	0
Science	25	6	22	0
Social Science	26	6	21	0

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	0
Mathematics	18	30	15	0
Science	26	1	26	0
Social Science	23	8	22	0

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	20	27	24	0
Mathematics	18	34	20	0
Science	20	20	18	0
Social Science	21	13	22	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$23,010	\$14,977	\$8,033	\$61,496
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	19.7	

Fiscal Year 2022-23 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. Educator Effectiveness (State)
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. Elementary and Secondary School Relief II (ESSER II)
15. Elementary and Secondary School Relief III (ESSER III)
16. Expanded Learning Opportunities Grant (State)
17. Expanded Learning Opportunities Program (State)
16. Teacher Residency Expansion Grant (State)

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,125	
Mid-Range Teacher Salary	\$61,811	
Highest Teacher Salary	\$93,673	
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$170,445	
Average Principal Salary (High)	\$170,445	
Superintendent Salary	\$321,640	
Percent of Budget for Teacher Salaries	17%	
Percent of Budget for Administrative Salaries	15%	

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	24.9
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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	3
Mathematics	3
Science	
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	9

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	12	7	7

Coversheet

2023-2024 LCAP Mid-Year Update

Section: V. Action Items
Item: B. 2023-2024 LCAP Mid-Year Update
Purpose: Discuss
Submitted by: Alton B. Nelson Jr.
Related Material: LCAP Mid-Year Updates 2023-24 Board Report - JAN 2024.pdf

BACKGROUND:

We will review the LCAP mid-year in two ways with the Board. One, the attached report is a comprehensive summary of progress to goals with the plan in all 8 of the priority areas. You are invited to read the report and note any observations or concerns.

The other part of the review will be a presentation by Dr. Jackson and Mr. Nelson with some high level successes and challenges. At the end of this presentation there will be time for questions from the full mid-year report as well as the presentation. There are three guiding questions to consider as you read report and hear the presentation.



LCAP 2023-24 Mid-Year Update Report

January 29, 2024

Contents:

- **Budget Overview for Parents**
- **Goal Implementation and Expenditure Updates**
- **Goal Outcome Updates**

Background Information:

In accordance with the California Education Code sections 47606.5(e) and 52062(a)(6), our school district is committed to providing transparent and comprehensive information to our educational partners. As mandated, we are required to present a detailed report on the annual update to the Local Control and Accountability Plan (LCAP) and the Budget Overview for Parents. This presentation takes place at a regularly scheduled meeting of the governing board of the Local Educational Agency (LEA) and is due on or before February 28 of each year.

This report encompasses a thorough examination of all available mid-year outcome data, specifically focusing on metrics identified in the current year's LCAP. Additionally, we will provide a comprehensive overview of mid-year expenditure and implementation data pertaining to all actions identified in the LCAP. This commitment to transparency ensures that our community is well-informed about the progress, challenges, and financial allocations associated with our educational priorities.

We recognize the importance of this annual update in fostering a collaborative and informed community. Through this report, we aim to fulfill our responsibility to communicate effectively with the public, the governing board, and all stakeholders involved in shaping the future of our educational programs.

Guiding Questions

Please consider the following questions to inform feedback you provide:

- Based on the updates you are receiving, what is your sense of the level of progress being made - great progress and pace, adequate pace, or off-pace?
- Do you have any thoughts on things we should **start, stop, or continue** this year?
- Any initial thoughts on items you think we should address or incorporate into the next LCAP?

Budget Overview for Parents

In this section, we present a **concise financial snapshot** outlining the allocation and utilization of funds in the 2023-24 fiscal year. The table below provides a breakdown of funding sources as of the **1st interim report in 2023-24**. This overview aims to keep our educational partners informed about the financial landscape of our educational initiatives.

Please see the “Implementation and Expenditure” section below for budget allocation to action items.

Budget Item	Original 2023-24	1st Interim 2023-24	Difference
LCFF General Fund	\$11,492,688	\$11,393,744	(\$98,944)
LCFF Supplemental & Concentration Grants <i>(Included in Total LCFF Funding)</i>	\$3,031,311	\$2,921,526	(\$109,785)
Total LCFF Funds	\$14,523,999	\$14,315,270	(\$208,729)
All Other State Funds	\$4,516,657	\$3,977,172	(\$539,485)
All Local Funds	\$10,620,830	\$9,870,512	(\$750,318)
All Federal Funds	\$1,363,924	\$1,219,350	(\$144,574)
Total Projected Revenue (All Public Funds)	\$31,025,410	\$29,382,304	(\$1,643,106)
Total Budgeted General Funds Expenditures	\$30,975,410	\$29,332,304	(\$1,643,106)

Mid-Year LCAP Expenditures

This table shows LCFF funds budgeted as well as mid-year expenditures. **So far, we are tracking well with having spent a little more than 50% of the amount budgeted for this school year.**

Goal Area	Budgeted	Mid-Year Expenditures
Goal 1: Basic Conditions	\$3,462,106	\$1,731,053
Goal 2: Academic Standards	\$548,603	\$274,301
Goal 3: Family Partnerships	\$176,158	\$88,079
Goal 4: College and Career Readiness	\$389,838	\$194,920
Goal 5: Student Engagement	\$379,168	\$189,584
Goal 6: School Climate	\$1,518,453	\$759,227
Goal 7: Course Access	\$239,070	\$119,985
Goal 8: Academic Growth	\$8,391,879	\$4,195,990
Total Mid-Year LCAP Expenditures	\$15,105,275	\$7,553,139

Implementation and Expenditure Data Updates

In this section, we present Implementation and Expenditure Data Updates, providing a **detailed explanation of the progress made towards our overarching LCAP goals**. The tables below are **categorized by goal**, offering insights into the actions undertaken to achieve these objectives. The tables include information on the **implementation status of these actions, updates on the budget allocated for each goal, and a snapshot of our mid-year expenditures**.

This breakdown allows for a comprehensive understanding of the steps taken, their current status, and the financial aspects associated with our pursuit of each LCAP goal

Guiding Questions

Please consider the following questions to inform feedback you provide:

- Based on the updates you are receiving, what is your sense of the level of progress being made - great progress and pace, adequate pace, or off-pace?
- Do you have any thoughts on things we should ***start, stop, or continue*** this year?
- Any initial thoughts on items you think we should address or incorporate into the next LCAP?

Goal 1: Basic Conditions

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

Action Title	Implementation Level	Progress to Goals	Total Funds Budgeted	Mid-Year Expenditures
Action 1: Credential process	Fully Implementing	<p>The Human Resources Department (HR) at Making Waves Academy (MWA) plays a crucial role in ensuring compliance with CTC and AB1505 requirements for teacher credentialing. This includes actively participating in the hiring and screening of new faculty candidates, guiding presently employed educators through the credentialing process, and overseeing the issuance of credentials, permits, or waivers until educators attain a "clear" credential status.</p> <p>HR collaborates with the Director of New Teacher Development and Support to provide mentors for teachers as part of the Teacher Induction Process (TIP), and develops structured teacher plans to ensure educators meet specific milestones for continued employment at the organization.</p>	\$64,425	\$32,213
Action 2: Facilities conditions and review plan	Fully Implementing	<p>The facility management involves routine maintenance, inspections, and a preventative maintenance schedule. Regular inspections, including fire marshal, health department, and equipment inspections, are conducted to ensure safety and compliance. Maintenance tickets are generated based on inspection results, and staff can submit tickets through SolarWinds for prompt addressing of issues.</p> <p>The Contra Costa County Office of Education (CCOE) conducts annual facility evaluations using the Facility Inspection Tool(FIT), with recent scores indicating a "Good" rating.</p> <p>A Preventative Maintenance plan is implemented annually by the Making</p>	\$2,804,483	\$1,402,241

		<p>Waves Foundation's Integrated Facilities Services (MWIFS) team, scheduling maintenance at non-disruptive times. An annual inventory of furniture, equipment, and appliances was completed in 2023, ensuring sufficient resources for the current enrollment. However, additional furniture, including Open Learning Space furniture and office furniture, will be purchased in 2024 to replace damaged items and accommodate staffing increases.</p>		
<p>Action 3: Review and adopt curriculum</p>	<p>Fully Implementing</p>	<p>New curriculum adopted for ELD (schoolwide), Math (upper school), Science (schoolwide), 5th grade ELA, and Spanish Language (upper school).</p>	<p>\$182,160</p>	<p>\$91,080</p>
<p>Action 4: Teacher residents and teacher induction</p>	<p>Fully Implementing</p>	<p>The Teacher Residency Program at Making Waves Academy (MWA) involves a partnership with Alder GSE to enhance the essential elements of the program. Residents, under the guidance of the onsite Director of Teacher Residency and Alder, undergo a rigorous and supportive training to become highly effective certificated teachers. The program focuses on instilling MWA's mission, instructional playbook, cultural competency, social-emotional learning, data-driven evaluation cycles, and a growth mindset. Support for residents includes co-teaching experiences, test assistance, pedagogical resources, program counseling, instructional coaching, and financial aid for test preparation materials.</p> <p>In parallel, the Teacher Induction Program (TIP) is managed by HR staff in collaboration with school leaders. Eligible teachers for induction, leading to a clear credential, are identified, and their eligibility is communicated to the CCCOE for mentor matching. MWA has expanded its partnership with CCCOE to utilize external mentors for the induction program, maximizing mentor availability. The number of TIP placements varies annually based on needs, external mentor availability, and internal mentor capacity, with all associated costs covered by MWA.</p>	<p>\$411,038</p>	<p>\$205,519</p>

Goal 2: Academic Standards

Build teacher and leader capacity to effectively develop, implement, and refine vertically-aligned, standards-based learning for all students, including English Learners.

Action Title	Implementation Level	Progress to Goals	Total Funds Budgeted	Mid-Year Expenditures
Action 1: ELD data analysis and implementation of success metrics	Fully Implementing	All EL students have received an English Language Development (ELD) Progress Report containing their individual scores (ELPAC, STAR, etc.) within the context of reclassification , as well as space for goal setting . Teachers have been given English Learner (EL) Profiles , which also included individual student data (ELPAC, STAR, etc.) for each EL in their grade level, as well as grade-level overviews .	\$18,150	\$9,075
Action 2: ELD Professional Development	Fully Implementing	A Designated ELD Professional Development (PD) has been provided to ELD teaching in August in line with the new ELD curriculum . Bi-weekly ELD Professional Learning Communities (PLCs) are held for ELD teachers to support curriculum implementation. ELD teachers are provided with a hub outlining implementation resources, materials, and pacing.	\$13,613	\$6,806
Action 3: English Learner Program	Fully Implementing	Integrated ELD resources have been made available to all staff through the ASST website . Vocabulary instruction has been identified as a priority for ELs , and teachers are required to identify which vocabulary words are being taught as well as EL-specific accommodations on WAAGs . Integrated ELD PD sessions throughout the year targeting academic vocabulary development, close reading/novel study , and other linguistic supports .	\$64,630	\$32,315

<p>Action 4: English Learner Reclassification</p>	<p>Partially Implemented</p>	<p>A PD session will be held for all ELPAC proctors, with follow-up PDs planned for individual groups during the ELD PLC space, or as needed.</p> <p>Families of ELs have been provided reclassification support/notification through monthly ELAC meetings (with topics including reclassification policy, supporting literacy development, and ELPAC testing), EL progress reports documenting progress towards reclassification, and the MWA ELAC website.</p> <p>Fluent English Proficient (RFEP) monitoring will follow the same system as last year, with further refinement needed.</p>	<p>\$18,150</p>	<p>\$9,075</p>
<p>Action 5: Instructional Coaching and Professional Development</p>	<p>Partially Implemented</p>	<p>In the 2022-23 PD calendar, five days are allocated for school-wide or division-specific academic data analysis. 2 of these days focus on Interim Block Assessment analysis, addressing student progress on specific standards, while three are dedicated to NWEA MAP (math) and STAR (reading) analysis, aligning with college and career readiness standards.</p> <p>For the 2023-2024 academic year, the Principal-formed Instructional Leadership Team, comprising instructional experts, provides biweekly feedback on weekly lesson planning tools and conducts a three-part cycle of formal evaluations using a modified TNTP rubric. One key domain in the rubric, "Essential Content" (Domain 2), specifically evaluates if all students are engaged in content aligned with appropriate standards.</p> <p>Lead Teachers and ILT members have received training on using Instructional Practice Guides, aligning with the evaluation rubric and assessing if lessons reflect the demands of Common Core standards.</p>	<p>\$363,183</p>	<p>\$181,591</p>
<p>Action 6: Math PD and Coaching</p>	<p>Partially Implemented</p>	<p>All math teachers participated in curriculum training at the beginning of the year (during August PD) to specifically support the use of the curriculum [Carnegie Learning (upper school) and Open Up (middle school)]. Carnegie Learning provides virtual coaching to teacher teams around teaching and pacing the 3 core courses: Algebra 1 & 2 and Geometry.</p> <p>The Math Lead teacher has implemented co-planning sessions since the beginning of the year and acts as the instructional coach. Both middle school and upper school have received training adaptive learning components of curriculum (Mathia & IXL).</p> <p>The math coaches in both middle school and upper school have received training from Instructional Partners around conducting observations and providing feedback to teachers around alignment of lessons to the rigor of the Common Core standards.</p>	<p>\$70,877</p>	<p>\$35,439</p>

Goal 3: Family Partnerships

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

Action Title	Implementation Level	Progress to Goals	Total Funds Budgeted	Mid-Year Expenditures
Action 1: Participation and input opportunities	Partially Implemented	<p>Parent Talks provided via Zoom 2 per month (morning and evening), each month, starting in October, 2023.</p> <p>School Climate survey from fall 2023 (needs to be analyzed)</p> <p>Parent survey developed before the end of semester 1 around course offerings, et al. topics.</p>	\$80,118	\$40,059
Action 2: Family engagement	Partially Implemented	<p>Assistant Principal(s) participate and co-plan parent engagement events for their cluster, including Parent/ Guardian Talks (held monthly), 3 Parent/ Guardian Workshops held 3x per year and a Back to School Event held in September each year.</p> <p>Master Calendar is updated with events for entire year by/ before the start of the school year and updated regularly. ParentSquare, communications system, is consistently used to remind parents of upcoming events - thought the cadence of messaging could be more regular/ and/ or frequent. A system has been developed for parent volunteering and some parents participate in campus supervision after receiving Livescan/ DOJ (fingerprinting) clearance.</p>	\$49,140	\$24,570
Action 3: Parent leadership & support	Not Implemented	<p>In the fall, Nelson hosted 2 informational meetings and one in-person meeting to discuss re-launching the Parent Wave Reps. The idea of hosting elections was dispensed with in order to be more inclusive. The idea was to share a Parent Wave Rep commitment form and ask those interested to review and commit to these expectations. We would also try to have representation among all grade levels/Waves. The initial meeting only drew about 4 parents, not enough to get started. Consideration for what to do</p>	\$10,000	\$5,000

		<p>next is underway.</p> <p>There have been three ELAC meetings this year, with topics including reading fluency and progress monitoring. Attendance for each of these meetings was between 10 to 30 attendees, which is consistent from last year, with the majority of families representing middle school students. While the most ELAC meetings are held virtually over zoom, the October meeting took place on campus in an effort to create more community among parents. The ELD Coordinator has begun partnering with the Parent Coordinator to begin assessing ways to bring more families into the ELAC space; One potential block that has been identified is ELAC meeting timing. Currently, we are working on surveying parents regarding meeting time and location preferences. In addition to ELAC meetings, parents of ELs receive EL-specific progress reports that detail student achievement and progress towards reclassification.</p>		
<p>Action 4: School-Home communication tool</p>	<p>Fully Implementing</p>	<p>MWA implemented ParentSquare in July 2023 successfully. 99.3% of families are contactable via ParentSquare</p>	<p>\$6,900</p>	<p>\$3,450</p>
<p>Action 5: Translation</p>	<p>Partially Implemented</p>	<p>An Outreach Protocol was developed and reviewed 2x with the faculty, which provides the steps and details of accessing translation and interpretation services for parent-advisor conferences and family meetings.</p> <p>Translation and documents that require translation are processed through the school's internal system and communicated to parents and guardians.</p>	<p>\$30,000</p>	<p>\$15,000</p>

Goal 4: College and Career Readiness

Support student achievement so that each learner can make progress toward high school completion and have opportunities to demonstrate college and career readiness.

Action Title	Implementation Level	Progress to Goals	Total Funds Budgeted	Mid-Year Expenditures
<p>Action 1: Graduation Pathways</p>	<p>Partially Implemented</p>	<p>Career & college individual pathway plans for seniors and juniors have been created; however, faculty and staff have not been widely-trained</p> <p>Significant amount of work has been done with senior advisors; however, more work needs to be done with advisors and homeroom teachers in grades 5-11</p> <p>Summer Program Planning will put significant emphasis on reintroducing support to 9th and 10th graders for college and career preparation. Focus will also continue with 11th and 12th graders</p> <p>All upper school students are programmed into courses that meet MWA graduation requirements</p> <p>Updates for 23-24 Academic School Year:</p> <ul style="list-style-type: none"> Completed the addition of all 4 credit recovery sections Completed the addition of Advanced Placement courses (Enviro. Sci. & Comp. Sci) Completed the addition of three A-G-approved classes (Astronomy, Journalism/ Creative Writing & Intermediate Theater) <p>Revisit Internal calendar for reporting out Senior progress to graduation</p> <p>Continued collaboration between the CCC and Special Education and ELD</p>	<p>\$130,963</p>	<p>\$65,481</p>

		<p>team for master schedule creation and scheduling of individual students occurred in the spring and summer</p>		
<p>Action 2: College/Career</p>	<p>Partially Implemented</p>	<p>Will be addressed for the 2024-2025 School Year in Summer Program Planning Meetings</p> <p>AP/CTE Spring showcase TBA</p> <p>Trainings should be implemented for Faculty on the CCI Indicator, A-G requirements/progress to graduation and UC and CSU eligibility</p> <p>An Advisory Scope and Sequence is in development for 5-6, 7-9 and 10-12, but has yet to be launched - tentative plan to launch C&C exploration for spring of 2024 (approximately 3-4 lessons)</p> <p>Planning is needed to find appropriate space & time for involving "a wide range of faculty and staff in a process for gathering input on school-wide performance targets for college and career readiness, with the purpose of identifying best practices and focus areas for future professional development."</p>	<p>\$93,485</p>	<p>\$46,743</p>
<p>Action 3: AP Exam</p>	<p>Partially Implemented</p>	<p>AP Teachers are observed by an instructional leadership team member every two weeks and receive coaching through informal and formal observations</p> <p>5 out of 6 AP teachers have been provided with week-long AP Workshop or similar training prior to teaching the course</p> <p>79% of students enrolled in AP course have signed up for AP Exams in May (2023-24)</p> <p>AP Coordinator works with faculty to ensure access to AP Classroom (online)</p> <p>Still need to set dates to provide AP results/ data analysis</p>	<p>\$42,325</p>	<p>\$21,163</p>

		<p>In Progress: AP Potential will be used to make inform AP course enrollment next year. Current AP Potential data only includes SAT scores from the 11th grade and ~40 12th graders.</p>		
<p>Action 4: Post-secondary planning</p>	<p>Partially Implemented</p>	<p>100% of Rising Graduates have indicated a Post-Secondary Plan</p> <p>74/85 (87%) students submitted applications to UC and CSU; 20 of 85 (24%) applied to private, out-of-state and HBCU applications</p> <p>82/85 (96%) Rising Graduates are on track for June graduation; 12/85 (14%) Rising Graduates are in danger of retention, or non-graduation</p> <p>Community College Applications will be completed in January 2024</p> <p>An Advisory Scope and Sequence is in development for 5-6, 7-9 and 10-12, but has yet to be launched - tentative plan to launch C&C exploration for spring of 2024 (approximately 3-4 lessons)</p>	<p>\$123,065</p>	<p>\$61,533</p>

Goal 5: Student Engagement

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

Action Title	Implementation Level	Progress to Goals	Total Funds Budgeted	Mid-Year Expenditures
<p>Action 1: Attendance messaging and consistent practice</p>	<p>Fully Implementing</p>	<p>Using the new ParentSquare platform for attendance notification. Parents are notified of Unverified absences, tardy to school, and cuts.</p> <p>Criteria for perfect attendance certificates established. Perfect attendance certificates distributed to students during advisory. Certificates also created for students who were not perfect attendance but were present every day.</p> <p>CEO Dashboard for ADA completed each month which gets shared with the community.</p> <p>Attendance packet created and distributed during back to school. Also, attendance contact info sent via ParentSquare.</p> <p>Flyers were put up in main offices and sent to families via ParentSquare. Attendance posts on ParentSquare.</p>	<p>\$62,897</p>	<p>\$31,449</p>
<p>Action 2: Attendance: SARB/SART process</p>	<p>Fully Implementing</p>	<p>Daily absence notifications sent via ParentSquare.</p> <p>SART Letters are being sent to students who meet the truancy threshold bi-weekly.</p> <p>Holding SART meetings with families of truant students.</p> <p>Daily calls to parent(s)/guardian(s) of students with unexcused absences.</p>	<p>\$91,289</p>	<p>\$45,644</p>

		<p>Average Daily Attendance 94.3% compared to 92.9% this time last year (Nov 2022).</p> <p>Chronic absenteeism 16.5% compared to 26.4% this time last year (Nov 2022).</p>		
<p>Action 3: Student Enrollment, Retention, and Transfers</p>	<p>Fully Implementing</p>	<p>Registrar calls the next student on the waitlist when an opening is available for 5th - 8th grades.</p> <p>New students are given orientation by DOS.</p> <p>Families of exiting students meet with the Registrar to complete a transfer form which asks parents to indicate reason for leaving.</p> <p>Transfers out of MWA: 43</p> <ul style="list-style-type: none"> ● This year 42% of exits were male, 58% were female. ● 51% of exits were from Middle School, 49% were from Upper School. ● 49% of transfers occurred over the summer. 	<p>\$49,832</p>	<p>\$24,916</p>
<p>Action 4: Student Activities</p>	<p>Fully Implementing</p>	<p>MS Student Activities Coordinator onboarded over the summer.</p> <ul style="list-style-type: none"> ● 11 Clubs in the Middle School including ASB. ● 23 Clubs in the Upper School. <ul style="list-style-type: none"> ○ 56% of 12th graders are participating in 2 or more club meetings. ● 7 Middle School sports teams with a possibility of more to be added. <ul style="list-style-type: none"> ○ ~95 Middle School student athletes for Fall/Winter sports. ● 12 Upper School sports teams participated in Fall/Winter with 6 teams to begin in the Spring. <ul style="list-style-type: none"> ○ 164 Upper School student athletes for Fall/Winter sports. 	<p>\$175,150</p>	<p>\$87,575</p>

Goal 6: School Climate

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

Action Title	Implementation Level	Progress to Goals	Total Funds Budgeted	Mid-Year Expenditures
Action 1: Social Emotional Learning	Fully Implementing	<p>4 Friday Professional Development sessions are scheduled for the 2023-24 school year dedicated to Culture and Discipline.</p> <p>5 cultural practices are part of the newly developed Instructional Playbook. These practices are ones teachers receive ongoing feedback and support in learning and implementing.</p> <p>In addition, a Dean of Restorative Practices is in place for each division (2 total).</p> <p>Next steps will include increasing the number of restorative circles among students and with adults with their deans and ultimately (for lower level issues) within their classrooms.</p>	\$177,073	\$88,536
Action 2: Advisory Curriculum	Partially Implemented	<p>A new SEL curriculum has been purchased, but it is not being used by all advisors and homeroom teachers. They need more time for training and support. However, the new online SEL system, Nearpod, can be used across all MWA grades (5th-12th) with differentiated curriculum based on grade level.</p>	\$24,570	\$12,285
Action 3: Safety and Connectedness Data	Fully Implementing	<p>CEO shares monthly data updates with staff regarding attendance, referrals, suspensions, and restorative conferences. Assistant Principal shares data related to Student Support twice a semester.</p> <ul style="list-style-type: none"> 50% of all students feel school connectedness (+1% over AY 22-23) 51% of all students feel safe at school (-1% from last year). 	\$120,036	\$60,018

		<ul style="list-style-type: none"> • 58% of all students feel close to someone at school (+2% from last year). • As of November 2023, the suspension rate is at 5.7% and leveling off. • As of November 2023, only one expulsion has taken place. 		
<p>Action 4: Support Team (Social Workers)</p>	<p>Fully Implementing</p>	<p>Currently onboarding a new social worker. Social Workers receive ongoing training from the Contra Costa County Office of Education (CCOE) on topics such as homeless/foster youth services.</p> <p>The majority of our students have not been suspended or referred for support.</p> <p>There is an observable pattern of students struggling with general anxiety that seems to be stress-induced (academics, home life, social/peer relationships).</p> <ul style="list-style-type: none"> • 5% of students have been referred for support through the Student Services Team. 100% students referred have received access to necessary resources. • 95.4% of students have not been suspended. • 93.7% of students have not been referred for support from the Student Services Team. <p>The highest levels of support and discipline referrals are coming from the 6th and 9th-grade levels.</p> <p>Most students referred for Student Services Support have more than 2 areas of concern by the time they are referred.</p>	<p>\$203,182</p>	<p>\$101,591</p>
<p>Action 5: Student Support Referrals and Services</p>	<p>Fully Implemented</p>	<p>MWA provided training for all staff during August PD around Notice. Talk. Act. (NTA), mandated reporting, and crisis protocols.</p> <p>Provide ongoing consultations to staff and collaborates with community/educational partners for appropriate referrals.</p>	<p>\$215,275</p>	<p>\$107,638</p>

<p>Action 6: Campus Supervisors</p>	<p>Partially Implemented</p>	<p>Budget was updated to hire additional campus supervisors, bringing the total to 8; 1 of 8 is a Lead Campus Supervisor position (job description in the process of finalization).</p> <p>7 of 8 positions are filled, new hire (8th position) pending start date in January 2024.</p>	<p>\$643,717</p>	<p>\$321,859</p>
<p>Action 7: PBIS and Behavior Data System</p>	<p>Partially Implemented</p>	<p>Kickboard is fully online. Additional training and support are needed for consistent use across the school. PBIS implementation has not started.</p>	<p>\$109,600</p>	<p>\$54,800</p>
<p>Action 8: Cultural Celebrations</p>	<p>Fully Implemented</p>	<p>Throughout the year beginning in August, there are multiple activities/events that celebrate cultures and diversity in both the Lower and Upper Schools. The calendar is posted on the school website for the MWA community to view. Some of the celebrations include:</p> <ul style="list-style-type: none"> • ASB Retreat • Welcome All School Meeting • Fall Festival • National Hispanic Heritage Month/Raices Extended Lunch celebrations • Spirit Week • Pep Rally • Fall Dance/Spooky Hallway • Day of Lights Door Decorating Contest • Day of Lights Potluck • Academic/Core Value Awards Ceremony • Black College Expo Trip • Black History Month/BSU Assembly. 	<p>\$25,000</p>	<p>\$12,500</p>

Goal 7: Course Access

In order to prepare all students for college and career, we will maintain and expand access to a broad course of study.

Action Title	Implementation Level	Progress to Goals	Total Funds Budgeted	Mid-Year Expenditures
Action 1: Course access	Partially Implemented	<p>Currently, all students are programmed for six-period course schedules, meeting graduation requirements. Exceptions exist for 5th-year upper school students who may have fewer than six courses. English language development (ELD) courses and math intervention courses meet twice a week for a total of 120 minutes, with student selection based on ELD classification or math performance and assessments (NWEA MAP). Support classes are also offered during Flex Time, providing up to 4 sessions per week (240 minutes) for students with IEPs, in addition to Specialized Academic Instruction classes within the 6-period core-day schedule.</p> <p>In the spring and summer of 2023, the upper school introduced six new courses into the master schedule, including Astronomy, AP Environmental Science, AP Computer Science Principles, AP Literature, Intermediate Theater, and Journalism & Creative Writing (the last two being semester-long courses).</p> <p>The Associate Director of Academic Advising has initiated a survey process for faculty and students to gauge course interest, laying the groundwork for the Course Request Form (CRF) process. This process involves auditing the current master schedule before officially inviting students to sign up for classes for the 2024-25 school year. In the fall of 2023, the Associate Director of Academic Advising developed Standard Operating Procedures for both the CRF and the Master Scheduling processes, currently in "draft form."</p>	\$97,071	\$48,535
Action 2: Expand course	Partially Implemented	<p>The upper school master schedule maintains collaboration/ common-planning periods for teachers in each content area. The middle</p>	\$26,525	\$13,263

offerings		<p>school master schedule allows for this but only across grade bands (5/6 and 7/8).</p> <p>Efforts will persist to ensure the schedule is "guaranteed and viable" and facilitates a-g completion in a timely manner.</p> <p>While plans are in place to survey staff and students to gather input from educational partners, there is a need to develop plans allowing parents/guardians to provide their input. It is essential to understand the necessity for "trade-offs" in a smaller, public school setting. Specifically, there is a need to analyze the viability of offering a full selection of visual and performing arts (music, visual arts, and theater), along with the potential to offer World Languages other than Spanish.</p> <p>Although Ethnic Studies is being provided to 9th-grade students, a five-year plan addressing Career Technical Education and the offering of Spanish in the middle school or more diverse World Languages in the upper school has not yet been developed.</p>		
Action 3: Career and Technical Education (CTE)	Partially Implemented	Currently there are 34 students in the introductory course sequence for our Health Sciences CTE Pathway and 40 students in the second and final year, Advanced Patient Care . We currently only have 1 CTE teacher.	\$116,374	\$58,187

Goal 8: Academic Growth

Support all learners to achieve growth in academic student outcomes.

Action Title	Implementation Level	Progress to Goals	Total Funds Budgeted	Mid-Year Expenditures
Action 1: Tier 1 instruction	Partially Implemented	Instructors were provided with the MWA unit plan format and Week-At-A-Glance templates that include standards, criteria for success, accommodations, and modifications for each lesson. Teachers collect work samples and meet with Content Leads every other week to discuss strategies for support and mastery of work.	\$4,438,286	\$2,219,143
Action 2: Academic interventions	Partially Implemented	Tiered intervention is provided to students through the following ways: Tier Designation Identification Process, Coaching, Intervention Curriculum & Implementation , and Increased progress monitoring. Flex PLC (designated time) is also utilized. It is noted that the full team has not attended trainings .	\$2,629,057	\$1,314,528
Action 3: Educational software	Not Implemented	Lexia is being implemented in some classrooms, but not all. All students have access to IXL , and it is being utilized as a resources in some classrooms, but not all.	\$23,500	\$11,750
Action 4: Assessment tools	Partially Implemented	The assessment calendar has been created. Assessment results with families were shared during parent/advisory conferences .	\$93,250	\$46,625
Action 5: Progress	Partially Implemented	Teachers are provided student assessment data for use in modifying instruction from coaches and school leadership during professional development and during content team meetings.	\$86,025	\$43,014

monitoring and data analysis				
Action 6: Extended learning	Not Implemented	The school is in the process of thinking about the summer academy programming.	\$96,941	\$48,470
Action 7: Special Education	Partially Implemented	<p>This year, SPED focused on offering more targeted specialized academic instruction (SAI) sections and increased SAI time in the MS and US. In the MS, SPED “pullouts” occur during homeroom, Flex period, and, for some students, during core day instruction. For students in the US, there are SAI courses taking place during the core day in lieu of an elective; these are geared toward students who require more extensive academic intervention and support. SAI sections during Flex Period ere designated for math lab intervention, reading lab intervention, and academic support.</p> <p>Last year, the MS implemented the Sunday curriculum, a small group phonics reading intervention program in grades 5-7, and Rewards Intermediate in grade 8. This year, SPED has implemented Sondag in all MS grades and increased the frequency of Sondag phonics intervention for students who need reading intervention from 3 times a week to 4 times a week as the majority of students are requiring intensive intervention.</p>	\$1,024,920	\$512,460

Goal Outcome Data Updates

In this section, we turn our attention to Goal Outcome Data Updates, offering a **detailed assessment of our progress towards achieving specific LCAP goals**. The information is organized by goal, providing a comprehensive overview that includes **baseline data** on which these goals were established, a **comparison to last year's outcomes**, and the **desired outcomes** we aim to achieve by the end of this year.

Guiding Questions

Please consider the following questions to inform feedback you provide:

- Based on the updates you are receiving, what is your sense of the level of progress being made - great progress and pace, adequate pace, or off-pace?
- Do you have any thoughts on things we should **start, stop, or continue** this year?
- Any initial thoughts on items you think we should address or incorporate into the next LCAP?

Goal 1: Basic Conditions

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

Metric	Baseline Data	Year 2 Outcomes (2021-22 LCAP)	Year 3 Mid-Year (Fall 2023)	Desired Outcome (for 2023-24)
Standards-aligned instructional materials in all subject areas.	Aligned curriculum in ELA, Science, Spanish, Health and Wellness, Art, Music.	100% of students have access to standards- aligned curriculum and materials (2022 Williams inspection) Currently auditing curriculum usage.	100% of students have access to standards- aligned curriculum and materials (2023 Williams inspection)	Standards-aligned, culturally responsive curriculum in all content areas.
Human Resources: Percent of teachers who are credentialed and appropriately assigned.	75% in 2019-20 (SARC)	Revised 2021-22 data based on new state methodology: 56.1%	2022-23 data based on the state’s standardized “fully credentialed” methodology: 68%	100% of teachers are credentialed, appropriately assigned, and making adequate progress toward their credential pathway.
Facility Inspection Tool	All facilities systems rated “Good”; overall rating of “Exemplary.” (2020 FIT)	6 facilities systems rated “Good” and 2 rated “Fair”; overall rating of “Good” (2022 FIT)	All facility systems rated “Good”; overall rating of “Good” (2023 FIT) with 95.89% avg rate.	Maintain all facilities systems rated “Good”; overall rating of “Exemplary” on FIT.
Teacher Retention Rate	Retention rate from 2020-21 to 2021-22 school year was 74%	Retention rate from 2021-22 to 2022-23 school year was 58%	Retention rate from the 2022-23 to 2023-24 school year was 75%	80% teacher retention.

Goal 2 - Academic Standards

Build teacher and leader capacity to effectively develop, implement, and refine vertically-aligned, standards-based learning for all students, including English Learners.

Metric	Baseline Data	Year 2 Outcomes (2021-22 LCAP)	Year 3 Mid-Year (Fall 2023)	Desired Outcome (for 2023-24)
ELD training and progress monitoring	<p>Money allotted in the budget is utilized for state purposes for equipment, materials, and training.</p> <p>80% or more of the Professional Development plan is implemented 100% or more of the progress monitoring system for English Language Development is implemented.</p>	<p>100% of the Semester 1 Professional Development plan was implemented with fidelity (2022-23).</p> <p>100% of progress monitoring system for English Language Development implemented (2022-23).</p>	<p>A Designated ELD Professional Development (PD) has been provided to ELD teaching in August in line with the new ELD curriculum.</p> <p>Bi-weekly ELD Professional Learning Communities (PLCs) are held for ELD teachers to support curriculum implementation.</p> <p>ELD teachers are provided with a hub outlining implementation resources, materials, and pacing.</p>	<p>Original: All staff are coached regularly on implementation of ELD professional development.</p> <p>Revised: All appropriate staff delivering ELD support are evaluated and meet expectations for proficient instruction and support.</p>
English Learner Progress Indicator (ELPI) (percent making progress toward English Language Proficiency) English Learner	<p>44.8% (2019 ELPI)</p> <p>ELPI is not currently being calculated on the California School Dashboard due to COVID-related suspension of some</p>	<p>49.8% (2022 ELPI)</p>	<p>14.5% of all MWA English Learners (all grades) reclassified in 2022-23 (Dashboard)</p>	<p>50% “making progress” on English Language Progress Indicator (ELPI).</p>

<p>(EL) reclassification rates</p>	<p>dashboard elements; however, 39% scored level 3 and 24% scored level 4 on 2021 Summative ELPAC.</p>			
<p>Standards-based professional development</p>	<p>42% of teachers reported that a professional development session increased their understanding of a core competency for teaching and learning. (2021-22 school year, August PD survey)</p>	<p>55% of teachers surveyed agreed or strongly agreed that this year's MWA Professional Development has directly impacted their classroom instruction or learning environment. (2022- 23)</p>	<p>Lead Teachers and ILT members have received training on using Instructional Practice Guides, aligning with the evaluation rubric and assessing if lessons reflect the demands of Common Core standards.</p>	<p>80% of participants believe the professional development session will directly impact their classroom instruction and/or learning environment.</p>
<p>Math coaching and professional development</p>	<p>80% of our math teachers participated in targeted math professional development, including individual coaching. (2021-22)</p>	<p>All math teachers are observed and receive coaching from an instructional leader. All math teachers participate in regular weekly professional development and/or professional learning community. Not all math teachers have received targeted professional development in mathematics yet. (2022-23)</p>	<p>All math teachers participated in curriculum training at the beginning of the school (during August PD) to specifically support the use of the curriculum Carnegie Learning (upper school) and Open Up (middle school). Carnegie Learning provides virtual coaching to teacher teams around teaching and pacing the three core courses: Algebra 1 & 2 and Geometry.</p>	<p>100% of math teachers will participate in a cadence of math coaching in conjunction with our teaching and learning cycle.</p>

Goal 3 - Family Partnerships

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

Metric	Baseline Data	Year 2 Outcomes (2021-22 LCAP)	Year 3 Mid-Year (Fall 2023)	Desired Outcome (for 2023-24)
Attendance data for family meetings	“Good” family participation. (2020-21)	We held our first on-campus parent meetings/events since pre-COVID. Turnout was low, but it was a good start. Dates are set for the rest of the year.	Attendance at most family events have been far less than 50% attendance. Those include the back-to-school event and the parent education Saturday events. The Parent Advisor Conferences were pretty well attended overall.	“Strong” parent participation (80% or more families participate in family meetings.) We hope to see increased participation in family engagement events.
Parent Climate Survey data	<p>68% of parents surveyed agreed that MWA is responsive to their concerns.</p> <p>70% of parents expressed satisfaction with opportunities for parent participation and input.</p> <p>(May 2022 Parent School Climate Survey)</p>	Will share out at a different time what the spring 2023 data said.	The Parent Climate Survey will be administered later in the year.	<p>80% of parents participate in survey.</p> <p>60% of parents share a high satisfaction rating.</p>

Goal 4 - College and Career Readiness

Support student achievement so that each learner can make progress toward high school completion and have opportunities to demonstrate college and career readiness.

Metric	Baseline Data	Year 2 Outcomes (2021-22 LCAP)	Year 3 Updates (2023-24)	Desired Outcome (for 2023-24)
High school graduation rate	Original: 90% or higher graduation rate for seniors Corrected: 4-year graduation rate: 93.8% (2019-20)	4-year adjusted cohort graduation rate: 86.6% (2021-22)	4-year graduation rate: 90.5% (2022-23)	Original: 95% or higher Revised: 4-year graduation rate: 95%
Drop-out rate	Original: less than 7% drop out Corrected: 1.2% (2019-20; Dataquest, 5 year cohort outcome)	4.8% (2021-22) (Dataquest, 5-year cohort outcome)	0.36% (3 out of 1124) (2022-23) (Dataquest, 5-year cohort outcome)	<1%
Post-secondary planning: Percent of graduates having a post	98.8% (2019-20) 93.5% (2020-21)	95% (2021-22)	98% (2022-23)	95%

<p>secondary plan across a range of pathways, including: (1) Four-year college or university; (2) Community college; (3) Military enlistment; (4) Job program; (5) Current job or job offer; (6) Trade program or apprenticeship; (7) Gap year program</p>				
<p>College and Career Indicator (CCI): Percent identified as "Prepared" on CCI</p>	<p>60.8% (2019) This metric is not currently published on the state Dashboard due to suspension of some elements during COVID-19. That said, a local projection shows that 37% of current seniors might have qualified as "prepared" in CCI based on a combination of A-G completion and 2021 SBAC scores criteria. (2021-22)</p>	<p>Local projection shows that at least 43% of current seniors might qualify as "prepared" in CCI based on a combination of A-G completion and 2022 SBAC scores criteria or AP exam results. (2022-23)</p>	<p>*Data is not currently available. College Board CCI is working on it and future SOAR information is forthcoming.</p>	<p>70%</p>
<p>Early Assessment Program (EAP)</p>	<p>MAP EAP: 40% (2019)</p>	<p>Math EAP: 25.3% (2022) ELA EAP: 72% (2022)</p>	<p>Math EAP: 14% (2023) ELA EAP: 52% (2023)</p>	<p>Math EAP: 30% ELA EAP: 70%</p>

results (SBAC Math and ELA results for 11th Grade)	15.6% (2021) ELA EAP: 78% (2019) 61.5% (2021)			
AP exam pass rates (percent of AP test takers who passed with a score of 3 or higher)	Original: 35% Corrected: 34% (2018-19) 45% (2019-20)	30.6% (2021-22)	42% (2022-23) AP Score Report 22-23	Original: AP Pass rate: 80% Revised: AP pass rate: 30%
UC and CSU eligibility	2020-21: 82.7% 2021-22: 73.6% UC eligible: 2020-21: 74.4% 2021-22: 62.1%	CSU eligible: 2022-23: 67% UC eligible: 2022-23: 56%	CSU eligible: 2023-2024: 77% UC eligible: 2023-2024:58%	CSU-eligible: 75% or higher UC-eligible: 60% or higher
CTE Pathway Completion	1 completer (<1%) (2020-21)	9.7% of CTE participants completed pathway in 2021-22	*2022-2023-Information is currently being calculated by MWEF. We will have this information at a later date.	5% of CTE participants in an academic year reach CTE "completer" status.

Goal 5 - Student Engagement

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

Metric	Baseline Data	Year 2 Outcomes (2021-22 LCAP)	Year 3 Updates (2023-24)	Desired Outcome (for 2023-24)
Average Daily Attendance [ADA] rates	91.8% (2020-21)	92.9%	94.3%	97%
Chronic Absenteeism rates (% who are absent, excused or unexcused, more than 10% of school days)	7.3% (2018-19)	22.7% down 23.1% from last year	Overall: 16.5% as of 11/15/23 (internal data, Schoolzilla) Black/African American: 26.7% Latinx/Hispanic:15.9% English Learners: 18.5% Students with Disabilities: 21.1% Socioeconomically Disadvantaged: not yet available	15.5%
8th grade retention rates	97% of 8th graders matriculated to upper school (2019-20)	96.9% of 8th graders matriculated to the upper school	92% retention rate (160 8th graders -> 147 9th)	95% or more 8th graders matriculate to upper school
Upper school retention rates	98% retention rate in upper school (2019-20)	93.1% retention rate	93.84% retention rate	96% retention in upper school

Goal 6 - School Climate

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

Metric	Baseline Data	Year 2 Outcomes (2021-22 LCAP)	Year 3 Updates (2023-24)	Desired Outcome (for 2023-24)
Professional Development calendar, meeting notes, and surveys	PD Calendar reflects Social Emotional Well Being training for faculty and families. (2020-21)	Seven Friday Professional Development sessions in 2022-23 are focused on SEL or School Culture/Climate topics.	In the 2022-23 PD calendar, five days are allocated for school-wide or division-specific academic data analysis. Two of these days focus on Interim Block Assessment analysis, addressing student progress on specific standards, while three are dedicated to NWEA MAP (math) and STAR (reading) analysis, aligning with college and career readiness standards.	PD Survey data shows that stakeholders find training to be beneficial to practice and student outcomes.
Social Worker student survey	93% of students surveyed who received on-going services reported the services helped them learn new strategies to manage their problems/ concerns or led to a positive behavior change. (2021-22)	87% of students surveyed who received ongoing services reported the services helped them learning new strategies to manage their problems & concerns or led to a positive behavior change (2022-23)	Survey has not been administered as of November 2023.	95% or more

<p>Social Worker Referrals (was: Holistic Services referrals)</p>	<p>93% of students who were referred to the Holistic Services Department received support services or were connected with support services. (2021-22, as of 3/11/22)</p>	<p>77% of students who have been referred by staff for Social Worker services have received services (2022-23, as of 4/10/23)</p>	<p>5% of students have been referred for support through the Student Services Team. 100% students referred have received access to necessary resources.</p>	<p>95% or more</p>
<p>School Climate Survey</p>	<p>More than 60% of Wave-Makers feel that MWA facilitates an environment where they feel safe, can be themselves,celebrated/praised, feel valued/important, and supported to address and resolve harm</p>	<p>49% of students (43% of Upper School students and 52% of Middle School students) surveyed indicated they feel school connectedness (feel safe at school, feel closeness to people at school, feel part of the school, happy to be at school, treated fairly). (2022-23 MWA School Climate Survey).</p> <p>87% of parents surveyed indicated they feel their student is safe at MWA and 83% indicated that MWA is responsive to their concerns and questions. (March 2023 Parent Climate Survey).</p>	<p>50% of all students feel school connectedness (+1% from last year).</p> <p>51% of all students feel safe at school (-1% from last year).</p> <p>58% of all students feel close to someone at school (+2% from last year)</p>	<p>80% or more</p>
<p>Suspension rate (percent of students who were suspended for at least 1 day)</p>	<p>5.9% (2019-20, Dataquest)</p>	<p>Overall: 9.8% (2022-23), CA School Dashboard</p>	<p>As of November 30th, 2023, the suspension rate is at 5.7% and leveling off</p>	<p>< 5% (overall and in both divisions)</p>

Expulsion rate (Dataquest)	0.2% (2019-20, Dataquest)	0.1% (2022-23)	As of November 2023, only one expulsion has taken place.	0%
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Goal 7 - Course Access

In order to prepare all students for college and career, we will maintain and expand access to a broad course of study.

Metric	Baseline Data	Year 2 Outcomes <i>(2021-22 LCAP)</i>	Year 3 Updates <i>(2023-24)</i>	Desired Outcome <i>(for 2023-24)</i>
Master schedule	Ensure that students are enrolled in courses that are aligned with MWA requirements for middle school promotion and upper school (high school) graduation.	<p>Middle school: 99.8% of middle school students are taking courses that fulfill local requirements for 8th grade promotion (2022-23)</p> <p>Upper school: 99.7% of upper school students are taking courses that fulfill local requirements for high school graduation (including coursework that is consistent with a-g requirements for UC/CSU eligibility, exceeding the minimum state requirements) (2022-23)</p>	Master Calendar is updated with events for the entire year by/ before the start of the school year and updated regularly and shared through ParentSquare.	100% of students are enrolled in courses at the middle school that meet the state criteria for “course access” and at the upper school (high school) that meet and/or exceed MWA graduation requirements (consistent with a-g requirements for UC/CSU eligibility) through offering a viable but varied set of differentiated courses.

<p>CTE course enrollment</p>	<p>Original: 10% or more will be enrolled in CTE designated courses.</p> <p>Corrected: 31% CTE participation (AY 2019-20 in 2021 SARC)</p>	<p>31% CTE Participation (AY 2021-22, in 2023 SARC)</p>	<p>Currently there are 34 students in the introductory course sequence for our Health Sciences CTE Pathway and 40 students in the second and final year, Advanced Patient Care. We currently only have 1 CTE teacher.</p>	<p>Original: 10% or more will be enrolled in CTE designated courses.</p> <p>Revised: 30%</p>
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Goal 8 - Academic Growth

Support all learners to achieve growth in academic student outcomes.

Metric	Baseline Data	Year 2 Outcomes (2021-22 LCAP)	Year 3 Updates (2023-24)	Desired Outcome (for 2023-24)
CAASPP scores for English and GPA for English	Overall: 50% proficient Middle school: 46% Upper school: 78% (2018-19 ELA SBAC) ELA GPA: 2.05 (2020- 21 Semester 2)	Overall: 39% proficient Black/African American: 45% Latinx/Hispanic: 38% English Learners: 12% Students with Disabilities: 20% Economically Disadvantaged 38% Middle School: 34% Upper School: 72% (2021-22 ELA SBAC) ELA GPA: 2.37 (middle), 2.78 (upper) (2022-23 Semester 1)	022-23 ELA SBAC Overall: 44.72% proficient Black/African American: 43.08% Latinx/Hispanic: 43.47% English Learners: 18.23% Students with Disabilities: 12.73% Economically Disadvantaged: 44.89% Middle School: 43.71% Upper School: 51.77% (2022-23 English SBAC) ELA GPA: 2.6 MS, 2.713 US (2023-24 Semester 1)	ENGLISH: 70% for the middle school and 80% for the upper school pass the SBAC and have GPAs above 2.7.
CAASPP scores for Math and GPA for Math	Overall: 26% proficient Middle school: 24% Upper school: 40% (2018-19 Math SBAC) Math GPA: 2.35 (2020-21 Semester 2)	Overall: 14.5% proficient Black/African American: 17% Latinx/Hispanic: 14% English Learners: 3% Economically Disadvantaged: 15% Students with	Overall: 20.72% proficient Black/African American: 14.06% Latinx/Hispanic: 20% English Learners: 5.45% Economically Disadvantaged: 20.25% Students with Disabilities: 3.64% Middle School: 19.65% Upper School: 14.12% (2022-23	MATH: 30% for the middle school and 50% for the upper school pass the SBAC and have GPAs above 2.7.

		<p>Disabilities: 2% Middle School: 13% Upper School: 25% (2021-22 Math SBAC) Math GPA: 2.69 MS, 2.40 Upper School (2022-23 Semester 1)</p>	<p>Math SBAC) Math GPA: 2.8 MS, 2.5 US (2023-24 Semester 1)</p>	
<p>CAASPP scores for Science and GPA for Science</p>	<p>Overall: 22% proficient Middle school: 20% Upper school: 29% (2018-19 CAST) Science GPA: 2.12 (2020-21 Semester 2)</p>	<p>Overall: 19% proficient Middle School: 21% Upper School: 13% (2021-22 CAST) Middle School Science GAP: 2.63 Upper School Science GPA: 2.43 (2022-23 Semester 1)</p>	<p>Overall: 19% proficient Middle School: 21% Upper School: 13% (2021-22 CAST)</p> <p>Middle School: 17.24% Upper School: 27.98% (2022-2023 CAST)</p> <p>Science GPA: 2.63 Upper School Science GPA: 2.43</p>	<p>SCIENCE: 30% for the middle school and 50% for the upper school pass the CAST and have GPAs above 2.7.</p>
<p>GPA for Social Science</p>	<p>Social Studies/History GPA: 2.24 (2020-21 Semester 2)</p>	<p>Middle School Social Studies/History GPA: 2.95 Upper School Social Studies/History GPA: 2.43 (2022-23 Semester 1)</p>	<p>(2022-23 Semester 1)</p>	<p>Original: SOCIAL SCIENCE: 50% for the middle school and 70% for the upper school pass the SBAC and have GPAs above 2.5.</p> <p>Revised: Average Social Studies/History GPAs above 2.7</p>
<p>Health and Wellness grades and Physical Fitness Test (PFT) scores</p>	<p>2018-19 PFT: % of students who met 4 out of 6 Fitness Standards: 5th: 27.4% 7th: 28.6% 9th: 18.6%</p>	<p>In 2022-23, our 5th, 7th, and 9th grade students participated in the PFT. (No "pass" rates available for this year due to statewide changes).</p>	<p>In 2022-23, our 5th, 7th, and 9th grade students participated in the PFT. (No "pass" rates available for this year due to statewide changes). Middle School Health and</p>	<p>PHYSICAL FITNESS: 90% or more will pass the annual Physical Fitness Test and have GPAs above 2.5.</p>

	Health and Wellness GPA: 2.81 (2020-21 Semester 2)	Middle School Health and Wellness GPA: 3.42 Upper School Health and Wellness GPA: 3.39 (2022-23 Semester 1)	Wellness GPA: 3.04 Upper School Health and Wellness GPA: 3.3 (2023-24 Semester 1)	
Foreign Language GPA	Foreign Language GPA: 3.0 (2020-21 Semester 2; upper school only)	Upper School Foreign Language course GPA: 3.02 (2022-23 Semester 1)	Upper School Foreign Language course GPA: 2.88 (2023-24 Semester 1)	80% of upper school students will take and pass foreign language classes needed for “a-g” & have GPAs above 3.0.