



Making Waves Academy

January Board Meeting

Date and Time

Monday January 27, 2025 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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+1 719 359 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

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+1 646 931 3860 US

Webinar ID: 878 5502 2048

Passcode: 073032

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

Other remote location:

- 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://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:b0d63deb-2b65-4e64-9482-9d332a156108>
- HAGA CLIC AQUÍ para acceder el reporte escolar/[CLICK HERE](#) to access the school board report in Spanish: <https://bit.ly/4eLd72o>

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:

Bryann Fitzpatrick at bfitzpatrick@mwacademy.org or (510) 994-6486.

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 bfitzpatrick@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 bfitzpatrick@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	1 m
Beginning of Spring Semester			
Focus Areas: Strategic Plan, math progress, student mental health			
WASC/LCAP Goal: Goal 2- College and Career Readiness; Goal 3- Diversity, Equity, and Inclusion			
D. Public Comment		Alicia Malet Klein	20 m
<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ◦ Comment on items on the agenda 			

	Purpose	Presenter	Time
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<ul style="list-style-type: none"> • <i>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.</i> • <i>Bajo comentario público, los miembros del público pueden:</i> <ul style="list-style-type: none"> ◦ <i>Hacer comentarios sobre los puntos del orden del día</i> ◦ <i>Hacer comentarios sobre puntos no incluidos en el orden del día</i> ◦ 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. 			

- | | Purpose | Presenter | Time |
|---|---------|-----------|------|
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II. Standing Reports

11:22 AM

- | | | | |
|--|---------|--------------------------|------|
| <p>A. Mission Connection: Community</p> <p>Video showcasing community building activities from this year.</p> | FYI | Michelle Bolanos | 5 m |
| <p>B. ASB Update</p> <p>Update from officers of the Associated Student Body (ASB) and Q&A with the board.</p> | FYI | J. Thomas / C. Ruiz | 10 m |
| <p>C. Deep Dive: Strategic Planning Pre-Work</p> <p>Reviewing what the pre-work has been in defining our strategic plan and our vision going forward.</p> | Discuss | A. Nelson & P. O'Donnell | 15 m |

	Purpose	Presenter	Time
<p>D. Q&A on Written School Report</p> <p>Board members will have an opportunity to ask questions about the contents of the written school report, focusing on insights from social worker on groups, telehealth usage, other interventions, community resources as well as a math update.</p>	Discuss	Tameka Jackson	15 m
<p>E. Q&A on Chief Executive Officer Report (CEO)</p> <p>Board members will have an opportunity to ask questions about the contents of the written CEO report.</p>	FYI	Alton B. Nelson Jr.	5 m
<p>F. Q&A on Chief Operating Officer Report (COO)</p> <p>Board members will have an opportunity to ask questions about the contents of the written COO report, focusing on recruitment cycle for the upcoming school year. .</p>	Discuss	Elizabeth Martinez	5 m
<p>G. Q&A on Written Finance Report</p> <p>Board members will have an opportunity to ask questions about the contents of the written report.</p>	Discuss	James McLean	5 m
<p>H. Break</p>			10 m
<p>III. Non-Action Items</p>			12:32 PM
<p>A. Board Work and Advisory Committee Updates</p> <p>Student board member process underway (Alicia and Enrique)</p> <p>Advisory Committees will provide a summary of work-to-date and next steps; committees in bold will present.</p> <ul style="list-style-type: none"> • Advisory Committees <ul style="list-style-type: none"> ◦ Curriculum and Instruction Review/WASC: Esther ◦ Finance ◦ DEIB/Culture and Climate ◦ Audit 	FYI	Alicia Klein	15 m
<p>B. LCAP Mid-Year Update</p> <p>Board members will have an opportunity to ask questions about the contents of the LCAP Mid-Year Update.</p>	Discuss	Tameka Jackson	15 m

	Purpose	Presenter	Time
IV. Action Items			1:02 PM
A. School Accountability Report Card (SARC) Board reviews and approves the School Accountability Report Card	Vote	Carmen Velarde	5 m
B. Academic Calendar 2025-2026 Review of the amended 2025-2026 Academic Calendar outlines the important dates for staff, families and students including school days, holidays, breaks, early dismissal days, progress reports, and more. The original calendar was approved in June 2024 to be included in our charter petition. We have since then reviewed the original and made minor modifications. Key Changes <ul style="list-style-type: none"> • Added an additional instructional day, bringing the total to 183. • Moved Teacher Work Days throughout the school year to align them with important deliverables (grades, finals, etc). 	Vote	Elizabeth Martinez	1 m
C. Lemon Battery Agreement Review of the Lemon Battery Agreement to support the development of the strategic plan for MWA. In partnership with the Making Waves Education Foundation, have named their case for change and doubled down on accelerating economic mobility for students. This spring, MWA will begin to refine the programmatic strategy that will drive that vision. This includes more precisely defining the portrait of a graduate and launching the first round of Pilots. Fiscal Impact: \$30,000	Vote	Alton B. Nelson Jr.	1 m

V. Consent Action Items			1:09 PM
Total fiscal impact: \$2,072,219.86			
A. Vendor Invoices for November and December 2024 Board reviews and approves bill payments for November and December 2024.	Vote	Hung Mai	1 m

	Purpose	Presenter	Time
Fiscal Impact: \$2,072,219.86			
B. Approve Minutes: October Board Meeting	Approve Minutes	Alicia Klein	1 m
MWA Board reviews and accepts the December board meeting minutes.			
VI. Discussion Items			1:11 PM
A. Appreciations by the Board of Directors	FYI	Alicia Klein	5 m
As provided for in the State of California Open Meeting Act, actions cannot be taken under this agenda item. The only purpose of this agenda item is to provide an opportunity for Board of Directors to make comments.			
B. Schedule of Remaining Board of Directors Meetings for 2024-25	FYI	Alicia Klein	2 m
<ul style="list-style-type: none"> ● March 10, 2025 @ 4:00 pm ● May 5, 2025 @ 4:00 pm ● June 16, 2025 @ 11:00 am 			
VII. Closed Session			1:18 PM
A. Public Employee Discipline/Dismissal/Release	Discuss	Alicia Malet Klein	20 m
The board will adjourn to closed session conference on a confidential personnel matter pursuant to Section 54957.			
VIII. Day-of Presentation Slides (MWA Board: Do Not Read in Advance)			1:38 PM
A. Slides Presented at Board Meeting (Staff please do not link presentations here)	FYI	Bryann Fitzpatrick	
B. Documentos traducidos al español/Documents translated to Spanish	FYI	Alicia Klein	
Este año, continuaremos traduciendo la agenda de la junta directiva al español. Además, este año traduciremos las portadas que contienen una breve explicación de los 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			

	Purpose	Presenter	Time
<p>principalmente para artículos que requieren explicación más allá de la breve descripción del artículo.</p>			

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

IX. Closing Items

A. Adjourn Meeting	Vote	Alicia Klein
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Coversheet

ASB Update

Section: II. Standing Reports
Item: B. ASB Update
Purpose: FYI
Submitted by:
Related Material: ASB Board Report January 2025.pdf



ASB Board Report - January 2025

ASB Members: Dipika Thajali, Alejandra Ortega



Learn. Graduate. Give Back.

Table of Contents

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

Successes

Successes

- **Soccer Boys Celebration**
 - Student vs. Teacher Soccer Game
 - Coach and captain speeches, revealed the culture of the team
- **Preparation for Upcoming School events**
 - Spring dance - Flyers done, selling begins this week
 - Spring dance - Night in Bloom

Challenges

Challenges

- Soccer athletes are experiencing issues with visitors at the home field (MLK) making inappropriate comments
 - Prioritizing athlete protection and safety is essential
- APEX Courses
 - APEX is not helping students learn effectively
 - Students don't feel supported in the process
 - Students find it harder to learn from a computer program
 - With the allotted time given to complete assignments is unreasonable
- Teachers and administrators need consistent trauma-informed training
 - Lack of this training is having a negative impact on students' mental health

Priorities

Priorities

- **Upcoming Events**

- Spring Club Fair
- Spring Dance - Decorations, selling tickets, music, chaperons, etc.
- Spirit Week - Approve themes, flyers
- Pep Rally

Questions & Conversation



Learn. Graduate. Give Back.

Coversheet

Deep Dive: Strategic Planning Pre-Work

Section: II. Standing Reports
Item: C. Deep Dive: Strategic Planning Pre-Work
Purpose: Discuss
Submitted by:
Related Material: MWA Board Presentation_Jan 2025 (2).pdf

BACKGROUND:

The Deep Dive presentation by me (Alton Nelson, Jr.) and Pat O'Donnell, MWEF CEO, is meant to update the board on thoughts and activities related to our approach to the Making Waves strategic plan. We will present some of the bigger ideas and concepts and look to engage in a discussion with board members about it.

From Educational Attainment to Economic Mobility

Today's landscape and an inflection point for Making Waves

Introduction

- **Discovery process:** Understand landscape + align on north star
- **North Star:** educational attainment → economic mobility
- **Goals for today:**
 - Start to build a collective understanding of the landscape.
 - Gather input on our north star.



The Research

Big takeaways from the landscape.



“The biggest structural barrier to increasing college completion and career success is the seemingly intractable disconnect between high school, higher education, and our workforce systems.”

- Jobs for the Future, The Big Blur

Middle School & High School

Postsecondary

Career

Headlines from the Research

1

The best predictors of economic mobility are **educational attainment and work experience**

2

The best bet for economic mobility - a **bachelor's degree**. But it is not enough on it's own, and there are other pathways.

3

K-12, higher ed, and workforce systems aren't building strong pathways to the degrees/credentials needed to access high-wage careers.

4

As a result, **young people** fall off the path to economic mobility, and **regional economies** lack the talent needed to thrive.

Important Points

Middle School &
High School

Postsecondary

Career

- **Career undermatching:** Half of employed college grads are in roles that don't require their degree, and half of young people in their early 20's are in "strong early jobs" meaning a) they have a path to a family sustaining wage and b) are likely to exist in the future.
- **Financial instability:** Only 36% of recent college graduates feel financially stable, and more than 4 in 10 earn below the living wage despite high educational attainment.

Important Points

Middle School &
High School

Postsecondary

Career

- **Bachelor's degree is the best bet:** Research shows that this is still the best lever to achieve economic mobility, but a) it's not enough and b) it's not a path that's working for many students.
- **Alternative pathways also exist:** Professional certificate holders earn on par with BA grads and take on less debt, challenging the traditional "college-for-all" approach.

Important Points

Middle School & High School

Postsecondary

Career

- **Significant career prep gap:** Adolescents are developmentally ready for adult learning experiences and career prep, but schools don't provide the opportunities.
- **Beyond traditional schooling:** Learning must expand beyond the classroom for relevancy, student motivation, and skill-building, e.g., real-world experiences, community projects, partnerships with employers.
- **New skills focus:** Employers are hiring for “durable skills,” but schools aren't preparing students for the modern workplace, e.g., curiosity and creativity, collaboration, complex problem-solving, persuasive communication.

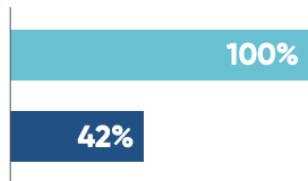
Making Waves

Where we're situated in the landscape.

Making Waves' impact on educational attainment is powerful

Middle School & High School

A-G completion rate

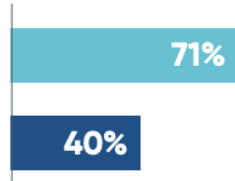


 Making Waves
 California

Source: California Department of Education

Postsecondary

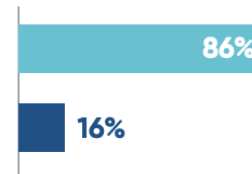
Four-year college graduation rate



 Making Waves
 National Peers

Source: Pell Institute

Class of 2024 college grads with \$0 debt



 Making Waves
 National Peers

Source: Pell Institute

Career

And yet, our current model still leaves far too many young people in our community behind.

Middle School & High School

Postsecondary

Career

- **Bachelor's Degree:**
Roughly one-third of our 4-year college starters don't persist.
- **Associate's Degree:**
80% of our community college students don't persist.
- **Career Undermatching:**
Less than half of our college grads secure strong early jobs.

It's time for us to evolve again.

Making Waves has been further along the path than most schools and nonprofits, and we know that this is no longer sufficient.

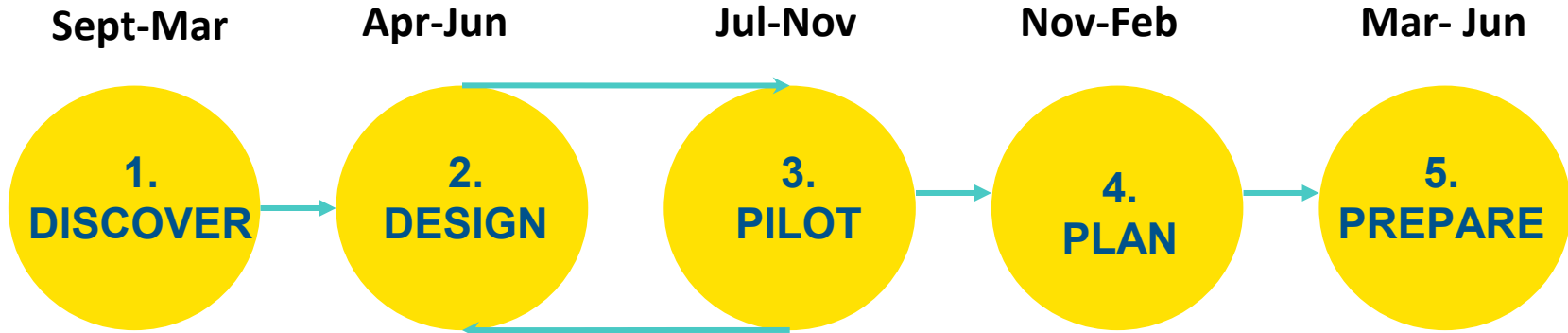
Given the landscape:

- **In order to continue to effectively prepare Wave-Makers, Making Waves must evolve our vision to go beyond bachelor degree attainment, where we've historically focused.**
- **We must pursue innovations that prepare every young adult in our community to be on a path to economic mobility. This needs to be our North Star.**

Two years to imagine, test, and define our next chapter

Year 1: Learn

Year 2: Plan



What we're exploring

- **North Star:** Shift from educational attainment to economic mobility, which would expand our ultimate outcomes, e.g.,: earn a degree or credential; secure a high-demand, high-wage career; build social capital; build habits for long-term wealth.
- **College and Career for All:** Support all students to graduate from MWA both college and career ready.
- **Intermediary:** Making Waves Education Foundation would build MWA's capacity to integrate work-based learning, employer internships and projects, etc. In addition, the Foundation could serve as an "intermediary" in Contra Costa County - connecting high schools, higher ed, and employers to create direct pathways for low-income students from education into high-demand, high-wage jobs.

Discussion

- What is making you feel urgent about today's landscape?
- Is our North Star of “economic mobility” on the right track?

Appendix

We've achieved these results by making evolutions to our model over time. It's time for a new evolution.



Learn. Graduate. Give Back.



Important Points

Middle School & High School

Postsecondary

Career

- **Reimagine grades 11-14:** We should restructure grades 11-14 to erase the arbitrary lines between high school and college and create a new institution that blends the two and integrates career prep.
- **Intermediaries are critical:** To drive systems change, regions need an intermediary organization to quarterback partnerships across K12, high ed, and industry; intermediaries coordinate initiatives like dual enrollment/early college, work-based learning, and career pathways.

Coversheet

Q&A on Written School Report

Section: II. Standing Reports
Item: D. Q&A on Written School Report
Purpose: Discuss
Submitted by:
Related Material: January 2025_School Board Report_2024-25.pdf



School Board Report

School Board Report - January 2025

Upper School/School-wide

Dr. Tameka Jackson, Principal

Marjorie McCowan, Interim Assistant Principal for Upper School

Tina Garrison, Assistant Principal for Middle School

Alefiyah Lokhandwala, Math Instructional Coach

What?

Our school has achieved several milestones as the first semester concludes and the second begins. In the upper school, formal evaluations for educators continue, ensuring structured feedback to support professional growth. Meetings with students and families of those failing three or more classes have focused on actionable plans to improve academic outcomes. Meanwhile, the boys' soccer team clinched the championship, and their success will be celebrated at an upcoming all-school meeting (ASM). Middle school ended the semester by filling five of six vacancies with long-term substitutes, leaving only the 8th-grade ELA position vacant. These students will now transition to Apex for instruction to maintain learning continuity. Additionally, the middle school music class adopted a research-based online curriculum, ensuring a robust program for scholars.

Teacher coaching efforts have significantly increased classroom engagement across divisions, reflecting strong collaboration between staff and administration. In math, 80% of teachers were observed before winter break, and adding a new 6th-grade math/science teacher has stabilized the middle school team. However, the upper school faces an Algebra I vacancy, and students in that course also utilize Apex. The middle school modified the assessment schedule to provide consistent, research-backed testing conditions. Beyond academics, scholars participated in a sticker design contest inspired by MWA's core values, and staff engaged in morale-boosting activities such as an Elf Hunt and Snoop on the Stoop.

Special education efforts have been strengthened through bi-weekly meetings between case managers and administrators to ensure exceptional students receive the necessary support. Weekly grade checks, particularly for 8th-grade scholars, are being conducted to track promotion readiness. Team-building initiatives among staff have fostered a positive campus culture, while teachers and administrators continue to collaborate on innovative ways to enhance instructional quality. Across all levels, these developments demonstrate a focus on stability, engagement, and continuous improvement for both students and staff.

Additionally, a full-time ELA Instructional Coach, Brandie Crump, joined the team on January 22, 2025. With a background in curriculum development, English Language Arts (ELA), and history, Ms. Crump will coach the middle school ELA team and the history department across both divisions, contributing to the instructional leadership team (ILT).

So What?

These accomplishments reflect the school's commitment to academic excellence, operational stability, and community engagement. The continuation of educator evaluations underscores the importance of professional growth and accountability. Meetings with families of struggling students emphasize the school's proactive approach to personalized support and its dedication to improving academic outcomes. The boys' soccer championship and schoolwide celebration highlight a thriving school spirit that brings the community together. Filling the majority of middle school vacancies ensures consistency in instruction, and Apex-based solutions address immediate needs for maintaining learning continuity despite staffing challenges.

School Board Report - January 2025

Improvements in classroom engagement, driven by coaching and collaborative efforts, are evidence of a deliberate focus on student achievement. In math, the addition of a new teacher and consistent observations has provided stability and growth opportunities, while ongoing PLC work leverages data to refine teaching practices. The adoption of a standardized assessment schedule enhances the integrity and effectiveness of testing, creating optimal conditions for students to demonstrate their knowledge. Creative contests and team-building events strengthen a sense of belonging and pride among scholars and staff alike.

Efforts to support special education students, such as bi-weekly case manager meetings, exemplify a commitment to equity and inclusion. Weekly grade checks for 8th-grade scholars ensure that students remain on track for promotion, while ongoing collaboration between teachers and administration drives innovation and success in instructional practices. These achievements collectively set the stage for a strong second semester, underscoring the school's dedication to fostering academic and social-emotional growth for all.

The addition of Ms. Crump as the ELA Instructional Coach marks a pivotal step in supporting the ELA and history departments. Her expertise will strengthen the work already underway, bringing continuity and much-needed support to these teams. As a member of the instructional leadership team, she will play a critical role in advancing professional development and instructional alignment, ensuring a cohesive approach to student achievement in these key areas.

Now What?

As we move into the second semester, it is essential to sustain and build on the successes achieved so far. Formal evaluations must continue to provide meaningful feedback that supports teacher development and enhances instructional quality. Apex-based instruction should be closely monitored for effectiveness, with adjustments made to address any gaps in student learning. Follow-up efforts for students and families engaged in academic recovery plans must include clear progress tracking and targeted support to ensure success. Celebrations of achievements, such as the boys' soccer championship, should inspire school pride and set a precedent for recognizing accomplishments across various domains.

The upcoming Winter IAB (Interim Assessment Blocks) and ELPAC (English Language Proficiency Assessments for California) testing cycles present an opportunity to analyze data within PLCs (Professional Learning Communities) and use insights to guide instructional decisions. Intentional re-rostering of ELB (Extended Learning Block) class sections will enable targeted interventions for students requiring additional math support, ensuring they receive the help they need. Backward planning for CAASPP assessments will further align instructional practices with performance goals, preparing students to succeed in spring assessments. Continued collaboration with instructional partners will refine professional learning opportunities and elevate teacher capacity.

Maintaining a positive and engaged school culture remains critical. Team-building initiatives should continue to foster morale among staff, while creative opportunities for student involvement, such as contests and celebrations, enhance the overall school experience. By addressing immediate challenges, leveraging data, and nurturing a collaborative environment, the school is well-positioned to achieve its academic and community goals for the remainder of the year.

Ms. Crump's onboarding will be an essential focus in the coming weeks. She will gradually integrate with Instruction Partners, attending professional development sessions and walkthroughs in both the upper and middle schools to familiarize herself with the academy's systems and structures. Ms. Edison and Mr. Persina will continue leading PLCs while Ms. Crump provides additional support and guidance. By addressing immediate challenges, leveraging new leadership, and nurturing a collaborative environment, the school is well-positioned to achieve its academic and community goals for the remainder of the year.

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Math Report:

Instruction Partners Data

In tandem with *Instruction Partners*, we diagnosed instruction at both schools and identified focus areas within the Math Observation Tool of the IPG (Instructional Practice Guide). Below are the results from our secondary walkthrough in October.

Goal Scores	Recent Scores	IPG Indicator	IPG Rubric Language
75%	50%	1C	The enacted lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.
1.9	2.0	2C	The teacher deliberately checks for understanding to surface misconceptions and opportunities for growth to provide feedback to students
2.2	2.4	3C	Students display their thinking about the content of the lesson beyond just stating answers.
2.1	2.5	Standard Alignment	The instruction meets the demands of the standard.
3.1	2.6	Mastery	Students exhibit a strong grasp of the concept of the lesson.

As seen here, we exceeded our goals around aspects of rigor, checks for understanding, and displaying student thinking. We need to continue to focus on student mastery and ensuring that students exhibit a strong grasp of the lesson objectives. This work will continue through our collaborative planning time and coaching sessions. Through our PLCs, we have been able to elevate best practices, provide each-other with key strategies, and discuss areas of growth to support alignment and learning across grade-levels.

Strengths

- All full-time teachers have a strong grasp of the mathematical concepts and are using the curriculum (Open Up for Middle-School and Carnegie Learning for Upper-School)
- At the upper-school, most teachers are effectively adapting and supplementing curriculum to meet the needs of students.
- Lessons are aligned to Common Core State Standards for Mathematics and mostly meet the aspects of rigor required: conceptual understanding, procedural fluency and application
- All teachers release students to work on the math independently or in small groups, allowing for essential productive struggle and practice time
- 95% attendance at all math PLCs showing a commitment to collaboration and growth as math practitioners
- Teachers providing office hours/homework help in all grade-levels

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Challenges/Areas of Growth

- Curriculum rigor and alignment at the upper school lack coherence across grade levels, so teachers have to fill gaps in students' procedural fluency. The pace does not allow for sufficient time for mastery
- 50% of teachers have low teacher expertise, which is defined as pedagogical skills (ability to design and deliver lessons that meet diverse learning needs), adaptability (flexibility to adjust methods based on student performance), and classroom management (creating a conducive learning environment)
- 40% of teachers are not fully credentialed, so they lack some of the foundational knowledge to run a classroom effectively
- 4 teachers, including two first-year teachers and 2 long-term substitute teachers, are teaching two content areas (math/science)
- Algebra I data reflects gaps in conceptual understanding and procedural fluency from years prior and current

Projections

Based on our current status as a team, coaching cycles, and collaborative planning time, our instructional practice will continue to grow effectively to support our students' learning. By the spring, we project that collaborative planning time in PLCs will show a meaningful and sustainable impact on teacher instruction and student achievement. Teachers are getting deeper into the curriculum and planning with one another, and Ms. Muhammad/Ms. Lokhandwala are providing frequent feedback to ensure progress.

Supports Needed

- All teachers must be enrolled in a credentialing program to support their development as educators
- ELB rostered for targeted math intervention in the spring semester – scope/sequence created and provided for teachers

Making Waves Academy Math K-12							
Grade ↑	Achievement Spring 2023-2024 Median and Distribution			Sort by	Number of Students		
				-- select an option --			
Grade 6	30th	34%	29%	26%	8%	3%	108
Grade 7	41st	23%	25%	28%	18%	6%	143
Grade 8	47th	19%	25%	21%	23%	12%	145

Percentiles Key: ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Fall 2024-2025
Tested Spring 2023-2024

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Making Waves Academy Math K-12							
Grade ↑	Achievement Fall 2024-2025 Median and Distribution				Sort by	Number of Students	
					-- select an option --		
Grade 5	39th	29%	27%	20%	19%	5%	105
Grade 6	29th	34%	44%	18%	2%	2%	109
Grade 7	44th	16%	32%	26%	22%	4%	145
Grade 8	43rd	20%	26%	33%	13%	8%	155

As seen above, between Spring 2024 and Fall 2024, there was an increase in proficiency percentiles for all grade levels.

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College and Career Counseling Department

Dr. Arika Spencer-Brown, Director of College and Career Counseling
 Atieris Adams, Associate Director of College and Career Counseling
 Inayah Baaqee, Associate Director of Academic Advising
 Kevin Alegria, College and Career Counseling Coordinator

The College and Career team has been working diligently to finalize the college admissions data to reflect where our students stand in terms of colleges applied to and more. We have seen gains in a variety of college and career paths. As a result our students feel that our approach has been very inclusive of the student’s desire for alternative paths, post-secondary. The numbers presented in the “Wave-22 - Preliminary Post-Secondary Plan Data” table are current but could shift as more applications are turned in for private schools, out-of-state schools, and HBCUs or students change their plan. In addition, you will see the “Wave-22 - Preliminary Post-Secondary Plan Data” that reflects the 12th-grade students that are on track to graduate (including 5th-year students on track), are in danger of retention, and the current credit recovery caseload. For those students that are in danger of retention or in credit recovery, we have either met with those students and parent(s) in the fall semester and will send written correspondence of notification of status in terms of and/or schedule a first meeting (due to new developments) or another meeting (in support of the initial fall meeting) with them this spring. We will also be notifying seniors regarding being on track to graduate. Please see table below:

Wave-22 - Preliminary Post-Secondary Plan Data		
	# of students	% of class
4-Year Institution Applicants	107	73%
UC	69	47%
CSU	38	26%
Private	40	27%
Out-of-State Public	14	9.6%
HBCU	5	3.42%
HSI	106	72.6%
Not pursuing 4-year Institution	39	26%
Exploring Community College Options	75	50%
Undecided / Employment-Oriented Pathway	6	4%
Military	2	1.4%
Completed initial MWEF registration documents	145	99%

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Wave-22 - Preliminary Post-Secondary Plan Data		
Preliminary Graduation Data		
On-track for Graduation [includes 5th year students on-track]	122 3	83.5%
In Danger of Retention 5th year students at-risk for non-graduation	24 4	16.4% 2.7%
Credit Recovery Caseload	50	34%

- The CCC Team is planning several college campus and community partner field trips for the spring semester that will include our 8th graders and 9th-10th graders. We are in the early planning stages and will provide updates as plans are solidified.
- College Admissions Letters from CSUs, HBCUs, and some private universities are starting to come in and our seniors are sharing their admissions letters. We couldn't be more proud. Final numbers of college acceptances won't be in until after March/April. Those numbers will include all remaining 4 years in the areas of UCs, out-of-state (private and public), and HBCUs.
- The CCC will be holding a Contra Costa Community College workshop next week on 1/16/25 to support those students who have planned to attend community college.
- The MWEF Scholarship applications have been introduced and 145 of our students have completed the initial MWEF registration documents.
- Here are the top AP classes recommended we offer, based on the way our students performed on the PSAT this year. Please see the link and supporting data below:

Top AP Courses Recommended by AP Potential Data (2024) - 114 juniors took the exam

1. **AP Seminar** (40 identified as "predicted to pass AP Exam with a score of 3 or higher")
2. **AP English Literature and Composition** (31 identified as "predicted to pass AP Exam with a score of 3 or higher")
3. **AP United States History** (28 identified as "predicted to pass AP Exam with a score of 3 or higher")
4. **AP Precalculus** (25 identified as "predicted to pass AP Exam with a score of 3 or higher")
5. **AP European History** (22 identified as "predicted to pass AP Exam with a score of 3 or higher")

So What?

For those students that are in danger of retention or in credit recovery, we have either met with those students and parent(s) in the fall semester and will send written correspondence of notification of status in terms of and/or schedule another meeting with them this spring. We will also be notifying seniors regarding being on track. Our team is down one member due to Maternity Leave so we are absorbing these duties amongst the team to continue these crucial support services and will work as diligently as we can to notify students and parents of status this spring.

What Now?

Please look for updated information as we perform the aforementioned tasks in the next coming weeks and as we progress through the semester and college admittance season. The CCC team is committed to providing pinpointed support and the most up-to-date information for our students and families.

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Discipline & Restorative Practices/Student Support Services

Estephanie Fuentes, Dean
 Erika Sarmiento, Dean
 Davonte Wilson, Dean
 Sonja Jackson, Social Worker

What?

We have implemented a system of consistent cycle check-ins with upper school students, inspired by a similar practice in our middle school. These check-ins aim to mentor students and help them develop essential skills such as healthy relationships, socioemotional growth, responsibility, appropriate classroom behavior, and mindfulness. This initiative is informed by data from last semester's Kickboard infractions and prior student check-ins.

Our check-ins are divided into four categories:

- **Cycle Check-ins:** Conducted every six weeks with rotating student groups.
- **Student Contract Check-ins:** Targeted support for students on behavior contracts, with a goal to reduce frequency as they show improvement.
- **Senior Check-ins:** Also on a six-week cycle, tailored to seniors' specific needs with rotating student groups.
- **Long-term Check-ins:** Designed for sustained support, these check-ins provide consistent mentorship to students with Individualized Education Plans (IEPs). The goal is to address their unique needs while fostering growth, independence, and resilience over time.

Each type of check-in addresses different needs, ensuring we meet students where they are.

The middle school Dean's office is in the process of launching our **Wave-Maker Culture Keeper Program**. The Wave-Maker Culture Keeper program is designed to support our 8th grade scholars with practicing the MWA core values in real time. *Culture Keepers* will be assigned to support our new Wave-Makers during the 5th/6th grade recess and lunch. As a *Culture Keeper*, students will support their peers during various activities, including monitoring recess activities, leading lunch activities, and monitoring the cafeteria. Participation will take place for selected students, during an 8 week rotation on Tuesday and Thursday.

So What?

In the upper school, this structured approach provides consistency, accountability, and tailored mentorship to students. By addressing key socioemotional and behavioral areas, we are equipping students with the skills to make better decisions and thrive academically and personally.

The data from last semester showed patterns in infractions and challenges, highlighting the need for targeted intervention. By implementing these check-ins, we are directly responding to these findings and proactively supporting students to reduce infractions and foster positive behaviors.

In the middle school, the Wave-Maker culture keeper program will benefit our 8th grade scholars in the following ways:

- **Developing social skills:** Students will grow their interpersonal skills, communication skills, leaderships and organizational skills.

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- **Helping students stay accountable:** Students will gain a deeper understanding of peer interactions.
- **School culture:** Students will gain in increased respect for the school community

In addition, our 5th/6th grade Wave-Makers will have the opportunity to positively interact with our 8th grade leaders and develop a sense of community through peer mentorship.

What Now?

In the upper school, we aim to evaluate and adjust our check-in system based on student progress and feedback. For students on contracts, the goal is to reduce check-in frequency to bi-weekly as they demonstrate improved decision-making and independence.

For the next six-week cycle, we plan to switch focus to a new group of students, ensuring broader impact across the upper school. Regular reflection on the program's effectiveness, guided by updated data and student outcomes, will allow us to refine our approach and continue addressing evolving needs.

In the middle school, as of 1/10/2025, **16 8th graders have submitted applications** for the *Culture Keeper* program. A total of eight students will be selected during the first 8 week cycle, and eight students selected during the next 8 week cycle.

Below are Four examples of student responses as to why they believe they should be considered for the Wave-Maker *Culture Keeper* program.

"I want to be a Wave-Maker Culture Keeper because I enjoy helping students. When I was in fifth grade it was when covid was occurring, I was brand new and didn't know what to expect. Now that I'm in eighth grade, there's some things I wish I could have done differently in fifth and sixth grade. I want to make sure that they understand and are prepared for the next grade they are going to so that they aren't stressed out by the new changes like I was. I wish I had someone to guide me when I was younger and now this is my chance to guide the younger students for success."

"I want to be a part of the Wave-Maker Culture Keeper because I think it would really help me learn how to be responsible and to take accountability if needed. I would love to be able to watch over the 5th-6th graders and make sure they know how to be responsible while playing around and how to be careful. I would like to make sure they know how to play safely. I would like to know how the workers that supervise us see and how they feel. It would be amazing to be able to watch and make sure that the kids clean up after themselves."

"I want to be a Wave-Maker Culture Keeper because it is a great opportunity to socialize with younger people and to be able to support them in things they need assistance on. It can also be a boost to help my application to Middle College High School (MCHS) so I can get a better education while taking college-level courses at a different High School to then later being able to shorten my college career. Using the Wave-Maker Culture Keeper program, I can get to know my community better and helping the next generation of Wave Makers so they could be the best they possibly could be during school and later in life."

"I want to be a Wave-Maker Culture Keeper because I want to help the younger Wave-Makers achieve the understanding in following the schools expectations. I also want to communicate with them to help them build on their community skills. I also want to be a Wave-Maker Culture Keeper because I want to make sure that the 5th/6th grade students will follow the MWA rules and participate in activities appropriately. I would do anything to provide satisfaction and encourage the younger generation of Wave-Makers. I will make sure to do my best in helping the younger generation of Wave-Makers to follow the rules of the school while still being able to enjoy the activities."

Coversheet

Q&A on Chief Executive Officer Report (CEO)

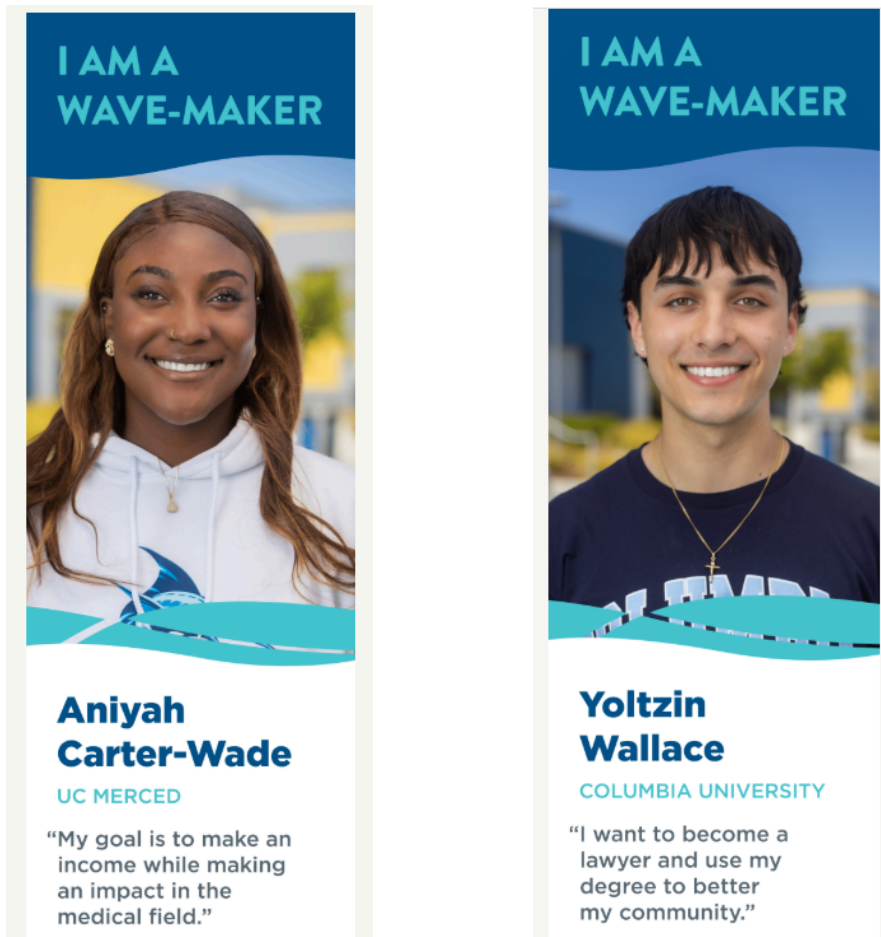
Section: II. Standing Reports
Item: E. Q&A on Chief Executive Officer Report (CEO)
Purpose: FYI
Submitted by:
Related Material: MWA CEO Report to the MWA Board_JAN 2025_ABN.docx (1).pdf



Learn. Graduate. Give Back.

MWA CEO Report to the MWA Board

JANUARY 2025



The two images above are 2 of 8 light post banners that are being installed around the upper school quad. The banners are meant as reminders and inspiration for current Wave-Makers. The lives and accomplishments of our Wave-Makers is one of our strongest assets and the focus of our mission. We celebrate their achievements and their college and career goals on their journeys to accomplish their life dreams.

Highlights

- In **College Admissions** the season is nearly over, with seniors submitting their college applications to a variety of schools and applying to be a part of the Making Waves Education Foundation (MWEF) college success program this past fall and winter. As you'll see in the School Report, Dr. Spencer-Brown (Director of College and Career Counseling) shares college admissions data in a little more detail. The good news is, despite the size of the senior class (nearly double the size of our historical senior classes), roughly the same percentage of students (about 75%-80%) are interested in pursuing college as a next step on their life journeys. Of course we continue to celebrate and support students choosing early career, occupations, military service, and other post-secondary pathways. Making Waves is preparing to complement our successful college-preparatory school programming with more intentional support for career exploration.
- **Dr. Jackson, Ms. Martinez, and I** spent the fall and early winter engaging with executive leaders from MWEF, facilitated by Lemon Battery consultant, Rob Strain, to discuss possible pathways to evolve our model (which is being shared in a bit more detail in a presentation by me and Patrick O'Donnell, MWEF CEO). An exciting part of this work included visiting an urban farm in Oakland and schools in Oakland, Los Angeles, and St. Louis. We saw a variety of things that inspired us on our visits. Our learnings inspired initial thoughts on an added element to our current North Star of college completion with the possibility of an additional North Star component - economic mobility for our Wave-Makers.
- Led by **Bryann Fitzpatrick**, we completed our LCAP/WASC mid-year report this month. The three WASC Goal leaders and various staff updated metric data and provided summary analysis of the progress that has been made so far against the goals that we set. Overall, there seems to be deeper engagement with the WASC goals this year. This is helping us better understand the daily integration and connection of our actions to our LCAP/WASC goals.
- Some **new hires** have been made that should provide us with a little more capacity to support a focus on instructional coaching and support in the 2nd Semester.

Data

of students with 1 or more F's in grades 8th & 9th grades (change from 10/29/24 to 12/21/24)

- **8th Grade** = 10/29 - 25% (39/157); 12/21 - 44% (48/157); turned an F into a C or better - 44% (17/39)
- **9th Grade** = 10/29 - 27% (40/148); 12/21 - 33.8% (49/145); turned an F into a C or better - 63% (25/40)

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)

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>	<ul style="list-style-type: none"> ● Goal 1: The Making Waves <i>integrated services team</i> have been very responsive to building leaks, water intrusion and repairs. I think this proactive vigilance is resulting in lowered overall costs because we are catching things in real time. ● Goal 2: The work with our <u>service provider, Instruction Partners</u> continues with observations, analysis, and discussion with respect to pace, standards-based instruction, and collaboration. The coaching was more limited due to staffing. However, recent new hires will, hopefully, allow for a renewed focus on instructional coaching. ● Goal 3: Tameka (Principal) and her leadership team already hosted their <u>monthly parent update meeting</u> this month, as well as an <u>ELAC meeting</u>. Deans and the College and Career Counseling office continue to collaborate on student contracts for academics, behavior and cell phone use on campus. Along with increased student accountability, the contracts and <u>student check-ins</u> are allowing deans and teachers to be able to build stronger rapport with parents/guardians. We continue to emphasize to teachers the importance of <u>calling parents/guardians directly</u> with both concerns and praise. ● Goal 8: I did an analysis of the course grades <u>8th and 9th graders</u> for the 1st semester. While there were a material number of students failing one or more classes, at least 2/3 or more of the classes I looked at were not only passing all of their classes but earning mostly As and Bs. In cases where I knew a student was on a student contract or where communication to the family had increased, I saw students reduce the number of courses they were earning an “F” in.
<p>2. College and Career Readiness</p> <p><u>LCAP Priority Areas:</u> Goal 4: College & Career Readiness Goal 7: Course Access</p>	<ul style="list-style-type: none"> ● Goal 4: The <u>LCAP mid-year report</u> shares more details in this area. ● Goal 7: We are considering how to add a teacher to the upper school staff that utilizes the <u>makerspace</u> to support students with robotics, materials fabrication, and 3D printer projects.
<p>3. Diversity, Equity, & Inclusion</p> <p><u>LCAP Priority Areas:</u> Goal 5: Student Engagement Goal 6: School Climate</p>	<ul style="list-style-type: none"> ● Goal 5: I am <u>attending more athletics games</u> (basketball and soccer) as the “on-site administrator” to support keeping a safe playing environment for athletes, coaches, and fans. I have been impressed by the diversity of participants of the teams, the teamwork exhibited, and hard work demonstrated in the face of competition. ● Goal 6: Overall, I am seeing <u>material improvement in student behavior</u>. Overall, students are making better choices with respect to their choices and behavior. This is resulting in the environment feeling a bit “lighter” as there are less confrontations and negative engagement with students.

Other Responsibilities/Activities

Role	Entity	Activity	Meeting Frequency
NCS Board Pres.	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 (CIF) for state rules, policies, & playoffs	High school. athletics – rules, policies, & championships for the state of California.	7 Board & Exec. Mtgs
Nominating Committee Member	CIF Executive Committee	Serve to vet and put forward nominees to be invited to serve on the Exec. Committee.	1x
NCS Delegate	CIF Federated Council	Formal board comprised of delegates representing all 10 sections of CIF.	3 Mtgs.
CIF Special Committee on Officials	CIF	Work with delegates across the state to address talent retention and pipeline concerns for new officials.	TBD - 3 this fall initially
5C Board President	Contra Costa County Charter Coalition (5C)		1:1 meetings with the Exec. Dir. & 7 Board meetings

Updates

NCS	<ul style="list-style-type: none"> • <u>Board of Managers</u> meeting occurred on 1/24/25. A continued topic continues to be sportsmanship. Examples include inappropriate conduct towards officials and other players by players and coaches. Fans not showing sportsmanship towards opponents.
CIF	<ul style="list-style-type: none"> • An <u>executive committee meeting</u> and <u>Federated Council meeting</u> occurring in early February. Continuing to discuss sportsmanship, administrator presence at games to support a safe environment, and work towards some agreed upon approaches to further support officials (training, pipelines for recruiting, and licensing).
5C	<ul style="list-style-type: none"> • Continue to support our <u>Parent Organizer</u>, Mariela. • <u>5C contributed significantly to the unanimous vote to renew MWA</u>. Their consistent engagement with sitting board members and board member candidates showed a high level of parent engagement and support for our schools.

Central Office “Big Rock” Updates

Central Office – Big Rock #1:

Renewal of the MWA charter for a 5-year term and preparation for a successful WASC accreditation renewal process next year.

Monitor and support the work of the COO, Principal, Assistant Principals, and other central office and school staff in preparing for a successful WASC accreditation renewal process in 2025-26.

UPDATES:

COMPLETED!!!

Successful renewal for 5 years by unanimous vote!

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:

- Instructional coaching observations and support will pick up the pace this semester after an English instructional coach was added to the team.
- I am working with Dr. Jackson to do some “instructional rounds” (visit classrooms) with she, the middle school AP, and some of her instructional coaches. The purpose is to visit some classrooms together, observe what we see looking for the same set of items, and then discuss and calibrate on what was observed as indications of growth or places for more support.
- I will join Dr. Jackson’s Instructional Leadership Team meetings 2-3 times this semester to discuss what the successes and challenges look like from their perspective and share some expectations.
- I am observing some of the full instructional observations done in conjunction with our service provider, Instruction Partners, to see how the process works from a more close-up view and listen to the discussions held after the observations.

Central Office – Big Rock #3:

Ensure long-term financial viability (“right-sizing”)

Continue to work with James (CFO), Liz (COO), and the MWEF finance team and CEO on “right-sizing” MWA services and support with a focus on compensation models, FTE shifts, and program models.

UPDATES:

- Initial work has begun on developing the FY 26 budget.
- Liz (COO) and James (CFO) chose a service provider to thought-partner and do some deep diver market research and benchmarking to inform MWA’s compensation philosophy and approach. Work has already begun and will go through the early spring.

PENDING:

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 system for implementing MWA’s Multi-Tiered Systems of Support (MTTS).

I have moved this Big Rock to “Pending” status until the AP of Student Support is hired.

UPDATES:

- No updates for now.

Coversheet

Q&A on Chief Operating Officer Report (COO)

Section: II. Standing Reports
Item: F. Q&A on Chief Operating Officer Report (COO)
Purpose: Discuss
Submitted by:
Related Material: January 2025_COO Board Report.pdf



Board Report

Chief Operating Officer

January 2025

Elizabeth Martinez

Chief Operating Officer

Recruitment Overview

MWA launched faculty recruitment for SY25-26 on December 2, 2024, with a focus on attracting high-quality candidates to meet our growing needs. Our new Senior Director of People, Isabel Montilla brings many years of experience in the field of recruitment and her focus is on high-quality recruitment and onboarding.

Recruitment efforts are ongoing, and we are working diligently to ensure key positions are filled by the start of the school year. **Below is an update on our progress, trends, and ongoing strategies to strengthen hiring outcomes.**

Recruitment Progress Highlights

- Applications are being reviewed on a rolling basis to ensure timely engagement with candidates in a competitive hiring market.
- We are currently in our third hiring deadline, which closes on **February 23, 2025**.
- **While the total number of applications is slightly lower compared to this time last year, the quality of candidates is higher.**
 - We've seen an **increase in the percentage of credentialed applicants**.
 - **46% of applicants from the first two deadlines advanced to later stages, compared to 25%** at this point last year.
- In addition to faculty hiring, we are actively recruiting for key leadership positions, including:
 - Assistant Principal
 - Director of Special Education
 - Manager of Special Education
- Late postings last school year contributed to key vacancies, and we are addressing this proactively by refining our advertising and targeting strategy and identifying needs no later than the end of January.

In SY24-25, 20 staff members and 10 faculty have joined MWA. The applicant pool (Chart 1) continues to reflect MWA's commitment to diversity.

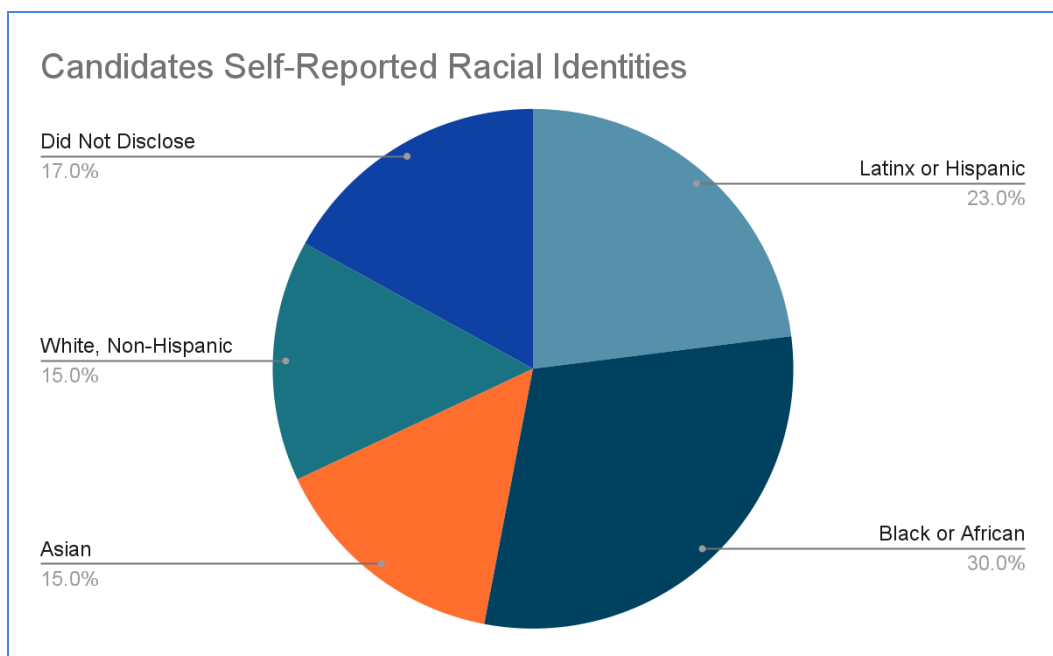


Chart 1

January 2025

Looking Ahead

As we move forward, the team is focused on:

- **Securing high-quality candidates for leadership and faculty roles** before the start of SY25-26.
- **Refining recruitment strategies to maximize applicant volume** while maintaining high-quality standards.
- **Focusing on timely onboarding and integration.**

Additional Capacity

We have extended an offer for a **new Recruitment Manager position**, which will provide additional capacity to execute strategic hiring goals; **this role will be a full-time, on-site position**. While the current arrangement (100% remote/contract support) has yielded some great results, we also learned that we need someone on-site who can become familiar with the rhythms, culture, and needs of the school.

Based on the data we have gathered so far, MWA is on track to meet its hiring goals for SY25-26, with notable improvements in candidate quality and diversity. As we continue to refine our strategies and address challenges, we remain committed to ensuring that every position is filled with individuals who align with MWA's mission and values. Further updates will be provided as we progress through the next phases of recruitment.

Other Updates

Student Enrollment Application Snapshot

Our application window for students will come to an end on February 14, 2025. At this time, we have enough applications to fill all 5th grade spots and anticipate that number to grow over the next few weeks. The MWA team will be attending the [West Contra Costa Unified Education Fair](#) on January 25th, and we have historically seen an increase in applications for both student and employee openings after this event. The MWA Board will receive a more detailed report on student applications for the March board meeting.

Total Compensation Study

We have officially kicked off our Total Compensation study work with Edgility – the first set of stakeholder meetings are happening over the next couple of weeks and staff focus groups will take place in early March. Barring any significant delays, we should be wrapping up the process by the end of April.

Facilities

In December, we did see an increase in leaks across the campus during severe rain events. However, none of the leaks resulted in major repairs or remediation. Overall facilities concerns and repairs have been steadily taking place without disrupting school activities.

State Reporting and Testing

We are in the middle of the submission window for the Office of Civil Rights (OCR) annual Civil Rights Data Collection (CRDC). **Currently, data is generally collected from all public schools every two years.** However, **the U.S. Department of Education Office for Civil Rights is currently in the process of seeking approval** from the U.S. Office of Management and Budget (OMB) **to administer a CRDC to every public school for the 2025–26 school year, and a CRDC for the 2027–28 school year.** As for assessments, we are administering our last interim assessment (IABs) before we launch into the state testing window starting in April with the CAST (science).

Coversheet

Q&A on Written Finance Report

Section: II. Standing Reports
Item: G. Q&A on Written Finance Report
Purpose: Discuss
Submitted by:
Related Material: 01 MWA December Financials-01.15.25.pdf



Making Waves Academy December 2024 Financial Report

Dear Finance Advisory Committee Members,

At the end of December 2024, Making Waves Academy closed its books with \$9.05M in cash. Operations for MWA - "School" and MWA Central Office have been under budget for the month. MWA - "School" spent about \$2.08M, and MWA Central Office spent about \$240K in December 2024.

Year-to-Date

- The budget used for our comparisons is the board-approved 1st interim budget.
- MWA - "School" finished \$1.54M or 11% under budget, and MWA Central Office finished \$83K or 5% under budget.
- Government Revenues Only - We received \$7.57M compared with \$7.2M last year. The slight increase is due to receiving the Title I and SB740 facilities grants early, offsetting the decreased revenue from the one-time federal and state funding of various grants like the Elementary and Secondary School Relief III (ESSER III) grant, the Teacher Residency Expansion Grant, the Educator Effectiveness Grant, etc.
- In December, there were 14 Full-Time Equivalent (FTE) vacant positions for which we are actively recruiting. We have stopped recruitment for 21 Full-Time Equivalent (FTE) vacant positions due to a low pool of qualifying candidates. The unfilled active recruiting positions comprised of 1 teacher, 5 on-site substitute teachers, and 8 Full-Time Equivalent (FTE) non-teaching staff. The vacant positions will be adjusted in the 2nd interim budget.

MWA - "School"

1. In December, the YTD savings of 1.41M on salaries and benefits are due to the following:
 - a. 12 FTE vacant positions that we are actively recruiting and 21 budgeted vacant FTE positions that have stopped recruitment.
 - b. Offering summer school for SPED students only instead of opening to all students.
2. Savings of \$24K in supplies expenses were from the following:
 - a. Savings of \$10K were from approved textbooks, core curricula materials, and other references.
 - b. Savings of \$14K were from computers, furniture, and other supplies.
3. Savings of \$106K Contract Services expenses were from the following:
 - a. Contract service substitute's expenses were over \$54K.
 - b. A one-time premium discount refund from our liability insurance broker brought savings of \$42K.
 - c. Savings of \$29K from an eRate credit for our internet services.
 - d. The \$89K in savings are from staff professional development, psychological services, and other contract services.

MWA Central Office

1. The net savings of \$72K for salaries and benefits were from the HR Director vacancy, the Recruitment Manager 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 \$11K from supplies and contract services expenses were from staff professional development, computer & IT supplies, staff recruitment, and other 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, 2025.

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%

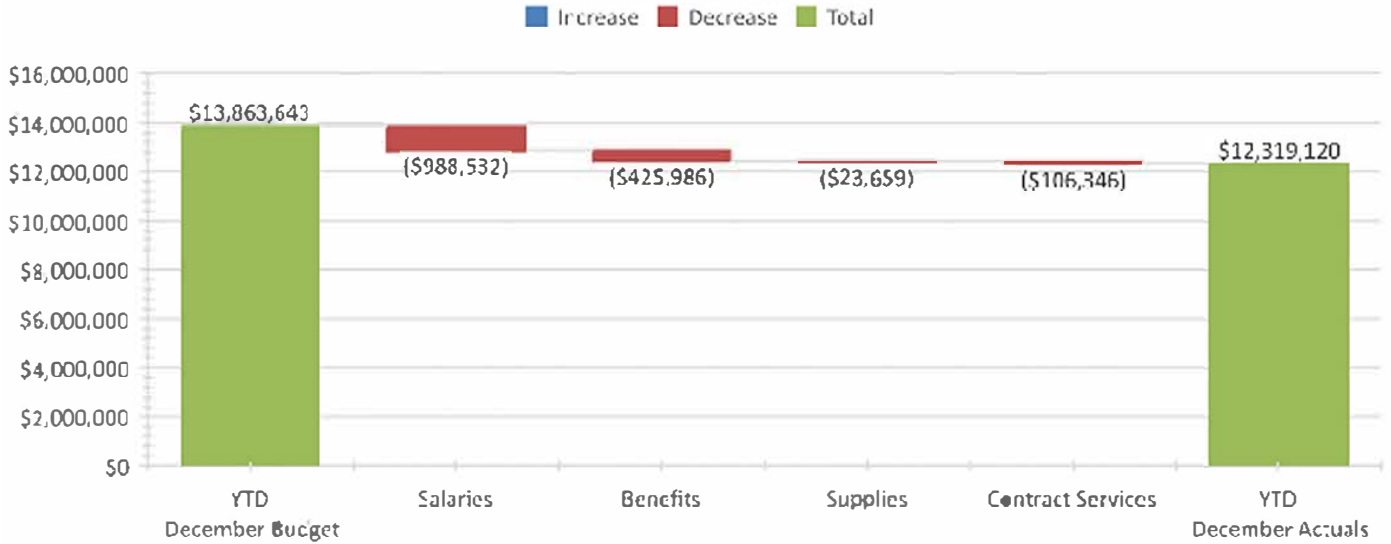


Making Waves Academy Statement of Activities As of December 31, 2024

	Actuals	Budget	Variance
Revenue			
Government Revenue	\$7,568,818	\$6,744,387	\$824,431
Interest Income	\$242,592	\$99,185	\$143,407
Non-JRSF Contributions	\$934,959	\$651,733	\$283,226
JRSF Contributions	\$0	\$0	\$0
Other Donations	<u>\$1,713</u>	<u>\$14,656</u>	<u>(\$12,942)</u>
Total Revenue	\$8,748,082	\$7,509,961	\$1,238,121
Expenses			
Personnel	\$7,644,728	\$9,136,718	\$1,491,991
Supplies	\$719,751	\$747,423	\$27,673
Travel	\$16,488	\$14,866	(\$1,622)
Facilities	\$1,677,327	\$1,684,056	\$6,729
Contracted Services	\$2,193,132	\$2,193,332	\$200
General & Administrative	\$1,065,452	\$1,168,132	\$102,680
Total Expenses	\$13,316,878	\$14,944,528	\$1,627,650
Net Surplus/Deficit	(\$4,568,796)	(\$7,434,567)	\$2,865,771



*YTD Expenses (July - December 2024)
Budget to Actual Reconciliation - MWA - "School"*



*YTD Expenses (July - December 2024)
Budget to Actual Reconciliation - MWA Central Office*



**MWA - "School" YTD Actuals vs. Budget
December 2024**

	A	B	C	D	E	F	G
1	MWA - "School" FY2025 Spending Budget Tracking Report		Monthly Executive Summary				
2	Actuals vs. Cycled Budget		1. Spending -11% under budget				
3			2. Currently active recruiting for 12 FTE vacant positions and stop recruitment				
4			for 21 FTE vacant positions				
5							
6	MWA Spending Budget	1st Interim Budget FY2025	07.01.24 - 12.31.24- Actuals	07.01.24 - 12.31.24 - 1st Interim Budget	Variance	% Variance	Notes
7	1100 - Teacher Salaries	5,178,029	1,972,581	2,376,722	(404,141)	-17%	Variance from the following: • 1 teacher vacancy • Stop recruitment for 12 Teachers • Savings from summer school stipends
8	1103 - Substitute Teacher Salaries	407,747	41,683	186,884	(145,201)	-78%	Savings from 5 Substitute Teacher vacancies
9	1200 - Certificated Pupil Support	739,667	355,303	341,384	13,919	4%	
10	1300 - Certificated Supervisor & Administrator Salaries	1,641,810	557,842	758,336	(200,494)	-26%	Variance from the following: • Stop recruitment for: -Assistant Principal -2 Dean of Students -ELA Instructional Coach -MTSS Instructional Coach • Instructional Coach vacancy
11	1409 - Special Temporary COLA	1,635,500	629,000	749,604	(120,604)	-16%	Savings from vacancies
12	1900 - Certificated Other Salaries	171,030	64,132	79,206	(15,074)	-19%	Variance from the following vacancies: • ELD Coordinator • Director of SPED
13	2100 - Classified Instructional Aide Salaries	641,854	250,802	296,241	(45,439)	-15%	Variance from the following: • Stop recruitment for SPED Instructional Aide • 2 Expanded Learning Tutor vacancies
14	2200 - Classified Support Staff Salaries	1,002,270	443,896	462,586	(18,690)	-4%	Variance from onboarded Campus supervisors later than budgeted
15	2300 - Classified Supervisor & Administrator Salaries	439,957	180,894	203,057	(22,163)	-11%	Variance from the following vacancies: • Stop recruitment for Assistant Principal of Student Support • Manager of Campus Operations & Safety vacancy
16	2400 - Classified Clerical and Office Salaries	752,706	334,454	347,403	(12,949)	-4%	Variance from the following: • Stop recruitment for Desktop Support Systems Administrator II
17	2900 - Classified Other Salaries	295,881	118,864	136,560	(17,696)	-13%	Timing issue to pay out Seasonal Coach stipends
18	Total Salaries	12,906,451	4,949,451	5,937,983	(988,532)	-17%	
19	3101 - State Teachers Retirement System (STRS)	1,523,993	495,606	603,503	(107,897)	-18%	Savings from vacancies and stipends
20	3301 - Social Security and Medicare	448,098	172,170	206,873	(34,703)	-17%	
21	3401 - Health & Welfare Benefits	1,863,087	748,668	931,544	(182,876)	-20%	Savings from vacancies
22	3501 - Unemployment Insurance	20,189	17,803	20,189	(2,386)	-12%	

**MWA - "School" YTD Actuals vs. Budget
December 2024**

	A	B	C	D	E	F	G
6	MWA Spending Budget	1st Interim Budget FY2025	07.01.24 - 12.31.24- Actuals	07.01.24 - 12.31.24 - 1st Interim Budget	Variance	% Variance	Notes
23	3601 - Workers Comp Insurance	167,785	76,674	83,892	(7,218)	-9%	
24	3701 - 403(B) Retirement Match	114,447	22,801	52,822	(30,021)	-57%	Less staff utilizing 403B matching benefit
25	3999 - Accrued Paid Time Off	62,091	(29,853)	31,033	(60,886)	-196%	Variance is due to staff resignation with PTO paid out and staff taking more PTO time
26	Total Benefits	4,199,690	1,503,869	1,929,856	(425,987)	-22%	
27	Total Salaries & Benefits	17,106,141	6,453,320	7,867,839	(1,414,519)	-18%	
28							

**MWA - "School" YTD Actuals vs. Budget
December 2024**

	A	B	C	D	E	F	G
6	MWA Spending Budget	1st Interim Budget FY2025	07.01.24 - 12.31.24- Actuals	07.01.24 - 12.31.24 - 1st Interim Budget	Variance	% Variance	Notes
29	4100 - Approved Textbooks and Core Curricula Materi	216,635	189,450	200,192	(10,742)	-5%	
30	4200 - Books and Other Reference (Faculty and Staff)	3,900	2,061	1,597	464	29%	
31	4315 - Custodial Supplies	67,000	32,670	31,853	817	3%	
32	4325 - Instructional Materials & Supplies	361,726	167,716	167,907	(191)	0%	
33	4330 - Office Supplies	800	372	267	105	39%	
34	4410 - Furniture, Equipment & Supplies (non-capitalize	80,500	31,713	32,331	(618)	-2%	
35	4420 - Computers and IT Supplies (non-capitalized)	245,910	155,526	163,047	(7,521)	-5%	
36	4710 - Student Food Services	317,000	134,805	140,310	(5,505)	-4%	
37	4910 - Emergency Supplies	5,950	72	539	(467)	-87%	
38	4990 - Contingency	12,000	-	-	-	-100%	
39	Total Supplies	1,311,421	714,385	738,043	(23,658)	-3%	
40	5210 - Conference and Professional Development	116,950	59,449	59,393	56	0%	
41	5215 - Travel - Mileage, Parking, Tolls	9,725	1,517	2,088	(571)	-27%	
42	5220 - Travel - Airfare & Lodging	32,025	12,099	9,661	2,438	25%	
43	5225 - Travel - Meals	20,450	806	4,185	(3,379)	-81%	
44	5305 - Professional Dues & Memberships	20,800	7,435	18,151	(10,716)	-59%	
45	5421 - General Liability Insurance	540,462	247,093	289,265	(42,172)	-15%	Insurance premium refund received
46	5510 - Utilities - Gas and Electric	505,500	257,303	257,911	(608)	0%	
47	5515 - Janitorial and Gardening Services	642,000	321,392	321,000	392	0%	
48	5525 - Utilities - Waste	60,000	35,527	31,016	4,511	15%	
49	5530 - Utilities - Water	90,000	52,408	52,987	(579)	-1%	
50	5605 - Equipment Leases and Rentals	120,000	63,807	63,170	637	1%	
51	5610 - Occupancy Rent	1,932,880	966,438	966,438	-	0%	
52	5612 - Facilities Use Fees	21,500	5,609	5,707	(98)	-2%	
53	5615 - Repairs and Maintenance - Building	118,000	38,649	48,996	(10,347)	-21%	
54	5617 - Repairs and Maintenance - Non-computer Equi	5,300	140	137	3	2%	
55	5618 - Repairs & Maintenance - Auto	18,000	6,883	2,642	4,241	161%	
56	5806 - County Oversight Fees	145,240	-	-	-	-100%	
57	5810 - Contracted Services	810,616	363,715	360,611	3,104	1%	
58	5810.001 - Food Service Administration	1,000	-	-	-	-100%	
59	5810.003 - Student Transportation	258,500	79,081	86,314	(7,233)	-8%	

**MWA - "School" YTD Actuals vs. Budget
December 2024**

	A	B	C	D	E	F	G
6	MWA Spending Budget	1st Interim Budget FY2025	07.01.24 - 12.31.24- Actuals	07.01.24 - 12.31.24 - 1st Interim Budget	Variance	% Variance	Notes
60	5810.005 - Psychological Services	283,152	30,000	71,309	(41,309)	-58%	Savings from changing service model of psychological services
61	5810.006 - Substitute Teachers	900,000	604,146	550,274	53,872	10%	
62	5810.008 - Information Technology	895,082	620,928	635,964	(15,036)	-2%	
63	5811 - Student Exams Fees	17,000	-	-	-	-100%	
64	5821 - Printing and Reproduction	41,500	23,510	26,695	(3,185)	-12%	
65	5840 - Study Trip - Entrance, Admission, & Ticket Fees	57,300	14,973	14,323	650	5%	
66	5897 - Special Education	832,790	540,348	540,096	252	0%	
67	5898 - Use Tax	1,000	-	-	-	-100%	
68	5905 - Company Cell Phones	35,200	10,458	17,449	(6,991)	-40%	
69	5910 - Internet	150,600	42,140	70,718	(28,578)	-40%	eRate credit received
70	5915 - Postage and Delivery	24,000	5,010	11,509	(6,499)	-56%	
71	5920 - Landlines and Office Based Phones	7,800	5,255	4,192	1,063	25%	
72	6900 - Depreciation and Amortization	19,000	9,100	9,364	(264)	-3%	
73	INCO.EXP - 5895 MWAS (Central Office) Fees	1,452,400	726,196	726,196	-	0%	
74	Total Contract Services	10,185,772	5,151,415	5,257,761	(106,346)	-2%	
75							
76	Total Salaries & Benefits	17,106,141	6,453,320	7,867,839	(1,414,519)	-18%	
77	Total Supplies	1,311,421	714,385	738,043	(23,658)	-3%	
78	Total Contract Services	10,185,772	5,151,415	5,257,761	(106,346)	-2%	
79	Total Expenses	28,603,334	12,319,120	13,863,643	(1,544,523)	-11%	

**MWA Central Office YTD Actuals vs. Budget
December 2024**

	A	B	C	D	E	F	G
1	MWA Central Office FY2025 Spending Budget Tracking Report		Monthly Executive Summary				
2	Actuals vs. Cycled Budget		1. Spending -3% under budget				
3			2. Spending is on track on non-personnel expenses				
4							
5							
6	MWAS (Central Office) Spending Budget	1st Interim Budget FY2025	07.01.24 - 12.31.24- Actuals	07.01.24 - 12.31.24 - 1st Interim Budget	Variance	% Variance	Notes
7	1409 - Special Temporary COLA	158,000	65,500	72,417	(6,917)	-10%	
8	2300 - Classified Supervisor & Administrator Salaries	1,510,683	657,377	697,238	(39,861)	-6%	Variance from the following vacancies: • HR Manager • Recruitment Manager
9	2400 - Classified Clerical and Office Salaries	326,822	151,372	150,841	531	0%	
10	Total Salaries	1,995,505	874,249	920,496	(46,247)	-5%	
11	3101 - State Teachers Retirement System (STRS)	69,786	30,534	27,538	2,996	11%	
12	3301 - Social Security and Medicare	122,037	49,445	56,325	(6,880)	-12%	
13	3401 - Health & Welfare Benefits	291,519	157,964	145,760	12,204	8%	
14	3501 - Unemployment Insurance	4,996	4,620	4,996	(376)	-8%	
15	3601 - Workers Comp Insurance	25,943	13,448	12,971	477	4%	
16	3701 - 403(B) Retirement Match	54,275	27,607	25,051	2,556	10%	
17	3999 - Accrued Paid Time Off	49,923	(12,055)	24,951	(37,006)	-148%	Variance is due to staff taking PTO time during break, balance will even out as the year progress
18	Total Benefits	618,479	271,563	297,592	(26,029)	-9%	
19	Total Salaries & Benefits	2,613,984	1,145,812	1,218,088	(72,276)	-6%	
20							
21	4200 - Books and Other Reference (Faculty and Staff)	1,550	-	635	(635)	-100%	
22	4330 - Office Supplies	6,200	3,609	2,069	1,540	74%	
23	4410 - Furniture, Equipment & Supplies (non-capitalized)	1,000	-	265	(265)	-100%	
24	4420 - Computers and IT Supplies (non-capitalized)	10,200	1,757	6,412	(4,655)	-73%	
25	4990 - Contingency	20,000	-	-	-	-100%	
26	Total Supplies	38,950	5,366	9,381	(4,015)	-43%	
27	5210 - Conference and Professional Development	26,500	2,710	7,811	(5,101)	-65%	
28	5215 - Travel - Mileage, Parking, Tolls	3,975	54	854	(800)	-94%	
29	5220 - Travel - Airfare & Lodging	7,500	2,818	2,262	556	25%	
30	5225 - Travel - Meals	4,200	84	860	(776)	-90%	
31	5305 - Professional Dues & Memberships	30,500	27,427	26,615	812	3%	
32	5605 - Equipment Leases and Rentals	5,000	2,558	2,632	(74)	-3%	
33	5803 - Accounting Fees	48,390	37,905	36,707	1,198	3%	

**MWA Central Office YTD Actuals vs. Budget
December 2024**

	A	B	C	D	E	F	G
6	MWAS (Central Office) Spending Budget	1st Interim Budget FY2025	07.01.24 - 12.31.24- Actuals	07.01.24 - 12.31.24 - 1st Interim Budget	Variance	% Variance	Notes
34	5804 - Legal Fees	60,000	28,120	30,922	(2,802)	-9%	
35	5810 - Contracted Services	489,638	324,877	319,183	5,694	2%	
36	5810.002 - Student Information & Assessment	94,700	49,257	49,606	(349)	-1%	
37	5810.008 - Information Technology	79,028	40,131	38,119	2,012	5%	
38	5820 - Recruiting - Students	5,000	-	-	-	-100%	
39	5821 - Printing and Reproduction	2,000	-	1,363	(1,363)	-100%	
40	5850 - Staff Recruitment	51,000	21,060	26,116	(5,056)	-19%	
41	5851 - Continuing Education Support	5,000	-	-	-	-100%	
42	5853 - Payroll Processing Fees	66,000	24,536	24,676	(140)	-1%	
43	5905 - Company Cell Phones	7,500	953	3,718	(2,765)	-74%	
44	5915 - Postage and Delivery	4,750	1,787	2,277	(490)	-22%	
45	5992 - Bank fees (not interest charges)	12,000	8,499	5,891	2,608	44%	
46	Total Contract Services	1,002,681	572,776	579,612	(6,836)	-1%	
47							
48	Total Salaries & Benefits	2,613,984	1,145,812	1,218,088	(72,276)	-6%	
49	Total Supplies	38,950	5,366	9,381	(4,015)	-43%	
50	Total Contract Services	1,002,681	572,776	579,612	(6,836)	-1%	
51	Total Expenses	3,655,615	1,723,954	1,807,081	(83,127)	-5%	

Making Waves Academy
FY2025

	A	B	C	D
1		Making Waves Academy		
2		Statement of Financial Position		
3				
4				
5				
6				
7		06/30/2024	12/31/2024	
8		Actual	Actual	Period Diff
9	Assets			
10	Current Assets			
11	Cash and Cash Equivalents			
12	9120.100 - *2535 BB Operating	(134,895)	47,697	(182,592)
13	9120.101 - *5882 BB ZBA Payroll	(253,518)	286,182	(539,700)
14	9120.102 - *5358 BB ICS	9,382,406	5,318,809	4,063,597
15	9120.103 - *8637 BB Operating	-	(104,073)	104,073
16	9120.300 - *3822 MWA Chase - Operations Cash	3,224,743	3,298,284	(73,541)
17	9120.301 - *3798 MWA Chase - Fundraising and Club Monies	190,064	199,430	(9,366)
18	Total Cash and Cash Equivalents	12,408,800	9,046,329	3,362,471
19	Accounts Receivable, Net			
20	Accounts Receivable			
21	9210 - Accounts Receivable (not grants or pledges)	3,841,290	351,208	3,490,082
22	Total Accounts Receivable	3,841,290	351,208	3,490,082
23	Total Accounts Receivable, Net	3,841,290	351,208	3,490,082
24	Other Current Assets			
25	Prepaid Expenses			
26	9331 - Prepaid and Deposits - Current Portion (non-employee)	455,153	437,392	17,761
27	Total Prepaid Expenses	455,153	437,392	17,761
28	Total Other Current Assets	455,153	437,392	17,761
29	Total Current Assets	16,705,243	9,834,929	6,870,314
30	Long-term Assets			
31	Property & Equipment			
32	9460 - Leasehold Improvements	435,813	435,813	-
33	9470 - Vehicles	22,400	22,400	-
34	9461 - AD - Leasehold Improvements	(184,519)	(193,619)	9,100
35	9471 - AD - Vehicles	(22,400)	(22,400)	-
36	Total Property & Equipment	251,294	242,194	9,100
37	Other Long-term Assets			
38	Other Assets			
39	9475 - Right of Use Asset	205,093	205,093	-
40	9476 - Right of Use Asset Amortization	(110,296)	(142,876)	32,580
41	Total Other Assets	94,797	62,218	32,579
42	Total Other Long-term Assets	94,797	62,218	32,579
43	Total Long-term Assets	346,091	304,411	41,680

Making Waves Academy
FY2025

	A	B	C	D
1		Making Waves Academy		
2		Statement of Financial Position		
3				
4				
5				
6				
7		06/30/2024	12/31/2024	
8		Actual	Actual	Period Diff
44	Total Assets	17,051,334	10,139,340	6,911,994
45	Liabilities and Net Assets			
46	Liabilities			
47	Short-term Liabilities			
48	Accounts Payable			
49	9500 - Accounts Payable	1,670,163	192,001	1,478,162
50	9500.999 - Employee Expense Payables	1,711	-	1,711
51	9520.497 - CC*6315 Chase	56,531	15,036	41,495
52	Total Accounts Payable	1,728,405	207,037	1,521,368
53	Accrued Liabilities			
54	9601 - Payroll Liabilities	270,134	-	270,134
55	9602 - Benefits Liabilities	49,822	10,936	38,886
56	9603 - Accrued Paid Time Off Liability	441,655	399,748	41,907
57	9620 - Funds Held for Others (Student Groups and Agencies)	24,820	30,594	(5,774)
58	9625 - Funds Held for Chromebook	18,508	9,264	9,244
59	9630 - Funds Held for Summer Holdback	234,176	132,886	101,290
60	Total Accrued Liabilities	1,039,115	583,428	455,687
61	Deferred Revenue	4,432,499	4,098,867	333,632
62	Total Short-term Liabilities	7,200,019	4,889,332	2,310,687
63	Long Term Liabilities			
64	Other Long-term Liabilities			
65	Other Liabilities			
66	9745 - Operating Lease Liability	95,015	62,504	32,511
67	Total Other Liabilities	95,015	62,504	32,511
68	Total Other Long-term Liabilities	95,015	62,504	32,511
69	Total Long Term Liabilities	95,015	62,504	32,511
70	Total Liabilities	7,295,034	4,951,836	2,343,198
71				
72	Net Assets			
73	9800 - Equity			
74	Beginning Net Assets*	8,120,743	9,756,300	(1,635,557)
75	Change In Net Assets**	1,635,557	(4,568,796)	6,204,353
76	Total Net Assets	9,756,300	5,187,504	4,568,796
77	Total Liabilities and Net Assets	17,051,334	10,139,340	6,911,994
78				
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 FY2025	07.01.24 - 12.31.24 - Actuals	07.01.24 - 12.31.24 1st Interim Budget	Variance	% Variance	Notes
7	Revenue						
8	8011 - State Aid - General Apportionment	9,103,222	3,266,286	3,291,074	24,788	1%	
	8012 - Prop 30 - Education Protection Account						
9	Entitlement	1,663,790	514,650	514,650	-	0%	
10	8096 - In Lieu of Property Taxes	3,772,433	1,306,944	1,276,458	(30,486)	-2%	
11	8181 - Federal - Special Education	162,297	-	-	-	0%	
12	8220 - Federal - Child Nutrition Programs	160,000	75,873	33,839	(42,034)	-124%	
	8230 - Federal - American Rescue Plan - Homeless Children and Youth II	1,567	1,567	1,567	-	0%	
14	8263 - Federal - Elementary and Secondary School Relief III (ESSER III)	54,400	-	15,500	15,500	100%	
15	8290 - Federal - Title I - Basic Grant	373,324	92,343	-	(92,343)	0%	
	8295 - Federal - Title II - Teacher and Principal Training	50,658	11,580	11,580	-	0%	
17	8296 - Federal - Title III - LEP	40,601	9,280	9,280	-	0%	
18	8297 - Federal - Title IV, Part A - Student Support	24,000	6,823	6,823	-	0%	
19	8311 - State - Special Education	895,884	342,131	339,690	(2,441)	-1%	
20	8312 - State - Special Education - Level 1 Mental Health Funding	-	31,613	-	(31,613)	0%	
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		9,652	-	(9,652)	0%	
24	8520 - State - Child Nutrition Programs	150,000	58,084	31,662	(26,422)	-83%	
25	8521 - State - Kitchen Infrastructure & Training funds	61,888	61,888	61,888	-	0%	
26	8526 - State - Expanded Learning Opportunities Program	332,310	332,310	332,310	-	0%	
27	8527 - State - Educator Effectiveness	100,000	40,000	100,000	60,000	60%	
28	8531 - State - Arts, Music, and Instructional Materials Discretionary Block Grant	312,247	312,247	312,247	-	0%	
29	8532 - State - Learning Recovery Emergency Block Grant	200,000	200,000	200,000	-	0%	
30	8545 - State - School Facilities	1,395,400	697,700	-	(697,700)	0%	
31	8550 - State - Mandate Block Grant	39,353	-	7,972	7,972	100%	
32	8560 - State - Lottery	251,380	-	-	-	0%	
33	8596 - State - Prop 28 Arts & Music in Schools (AMS) funding	197,847	197,847	197,847	-	0%	
34	8621 - Local - Parcel Taxes	311,751	-	-	-	0%	
35	8808 - Realized Gains/Losses on Investments		-	-	-	0%	
36	8810 - Dividend Income		-	-	-	0%	
37	8811 - Interest Income	210,000	242,592	99,184	(143,408)	-145%	
38	8980 - Contributions - Unrestricted	660,000	909,959	651,735	(258,224)	-40%	Grant from Fullerton Family Foundation
39	8981 - John Regina Scully (JRS)	10,220,889	-	-	-	0%	
40	8986 - School Supply Fund Donations	6,000	1,704	5,656	3,952	70%	
41	8988 - In-Kind Donations	9,000	9	9,000	8,991	100%	
42	8990 - Contributions - Restricted		25,000	-	(25,000)	0%	Restricted gift to use for college applications
44	Total Revenues	30,856,549	8,748,082	7,509,962	(1,238,120)	-16%	
45							
48	YTD Revenue Non-SRE						
136							
137	MWA Non-SRE Revenue						
138							
139	Total Governmental Revenue	19,750,660	7,568,818				
140	Total Grants, Interest Income, and non-SRE donations	885,000	1,179,264				
141	Total external sources of revenue	20,635,660	8,748,082				
142							
143	Cumulative Revenues		8,748,082				
144	% of FY2023 Annual budget		42%				
145							
146							
147	Total student count (EOM) - 96% ADA		1061				
148							
149	Governmental revenue/student		\$7,135				
150	Grants and non-SRE donations/student		\$1,112				
151	Total external revenues per student		\$8,247				

Cash Flow Projection 2024-25

9	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
10	Descriptions	Jul-24	Aug-24*	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25*	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Total
56	Beginning Cash	12,408,800	12,063,344	10,540,587	9,075,653	9,406,107	9,030,712	9,046,328	7,586,854	6,670,443	5,949,127	8,774,454	8,274,479	12,408,800
57														
58	Cash In													
59	Government	1,155,425	752,174	563,025	2,166,428	854,275	2,077,490	1,775,007	1,481,285	1,568,755	2,723,744	1,967,451	1,679,791	18,764,849
60	Donation (Non-SRE)	27,029	3,899	110,246	646	751,676	43,076	2,633	394	254	290	6,136	(246,279)	700,000
61	Dividend & Realized Gains/Loss on Investments & Sale of Fixed Assets	51,634	47,097	40,224	36,849	34,414	32,376	-	-	-	-	-	-	242,594
62	JRSF	-	-	-	-	-	-	-	-	-	2,500,000	-	7,720,889	10,220,889
63	Total Cash In	1,234,088	803,170	713,495	2,203,923	1,640,365	2,152,942	1,777,640	1,481,679	1,569,009	5,224,034	1,973,586	9,154,401	29,928,332
64														
65	Cash Out**													
66	MWA	1,636,232	2,123,722	1,950,527	2,047,611	1,832,724	1,996,260	2,910,648	2,259,125	2,255,163	2,197,225	2,163,630	2,521,803	25,894,672
67	MWAS (Central Office)	261,067	386,536	263,729	249,628	322,123	256,788	391,998	250,667	273,981	281,713	236,899	357,406	3,532,535
68	Total Cash Out	1,897,299	2,510,258	2,214,256	2,297,239	2,154,847	2,253,048	3,302,646	2,509,792	2,529,144	2,478,938	2,400,529	2,879,209	29,427,207
69														
70	Net Change In Cash (In - Out)	(663,211)	(1,707,088)	(1,500,761)	(93,316)	(514,482)	(100,106)	(1,525,006)	(1,028,113)	(960,135)	2,745,096	(426,943)	6,275,192	501,126
92														
93	Net Change in Cash from Operating Acitivites	(345,456)	(1,522,757)	(1,464,934)	330,453	(375,395)	15,617	(1,459,474)	(916,411)	(721,316)	2,825,327	(499,975)	6,768,109	2,633,788
94														
95	Ending Cash	12,063,344	10,540,587	9,075,653	9,406,107	9,030,712	9,046,328	7,586,854	6,670,443	5,949,127	8,774,454	8,274,479	15,042,588	15,042,588
96														
100	Deferred Revenue	1,874,393	3,836,932	3,846,023	3,862,388	4,029,002	4,098,867	4,098,867	4,098,867	4,098,867	4,098,867	4,098,867	4,098,867	
101	Unrestricted Cash	10,188,951	6,703,655	5,229,630	5,543,719	5,001,710	4,947,461	3,487,987	2,571,576	1,850,260	4,675,587	4,175,612	10,943,721	
102														
103	Date Needed										4/15/2025		6/15/2025	
104														
105	Notes:													
106	*Three payrolls Funded													
107														
110	**Does not include non-cash items (i.e.: vacation, depreciation, and MWAS (Central Office) Fees to school)													

Coversheet

Board Work and Advisory Committee Updates

Section: III. Non-Action Items
Item: A. Board Work and Advisory Committee Updates
Purpose: FYI
Submitted by:
Related Material: CIRAC January 2025 MWA.pdf

Curriculum and WASC Updates

PRESENTED BY ALICIA KLEIN
AND DR. ESTHER HUGO

DECEMBER 2024 MEETING

PRESENTATION:

JANUARY 27, 2025

New Meeting Format Supports Interaction



Objectives

Pre-Meeting questions

Updates Centered on Questions

More Interaction, Less Reporting Out

Presentation Overview

- Curriculum
Changes
and

WASC-LCAP Goals



Curriculum Advisory and Review

**Most important factor in College
Selection**

Impact of Substitutes

**Curriculum Supports and
Interventions**

-- Focus on Mathematics

WASC Accreditation Goals – All 3!

WASC Goal Review

Math Instruction
Progress

LCAP Process
Progress

What are the subjects and grades for each vacancy?

Middle School

- 5th Grade Math/Science
- 6th Grade Math/Science
- 7th Grade ELA
- 7th Grade Music
- 8th Grade ELA
- 8th Grade Health & Wellness

Upper School

- 9th Grade Earth & Space Science
- 9/10th Grade World History
- 9/10th Grade Spanish
- 12th Grade ELA



Substitute Teachers: Improving Curriculum Delivery

Successes	Challenges
<ul style="list-style-type: none"> ● Full PLC implementation for ELA/Math and early PD for diverse student needs. ● Strengthened cross-functional collaboration in College and Career Readiness. ● Early interventions, consistent support, and proactive engagement from student teams. ● Positive student recognition through programs like Wave-Makers of the Month. 	<ul style="list-style-type: none"> ● Reduced coaching staff and leadership transitions. ● Teacher vacancies and the loss of key positions (e.g., ELD Coordinator). ● Persistent student behavior issues (e.g., racialized language, vaping, and marijuana use). ● Substitute teacher shortages impacting classroom expectations and school culture.

Subs - Successes and Challenges Review

Student
Engagement
and Parental
Involvement –
8 State
Priorities and
WASC Goals

Advisory – Goal-setting, feedback sharing, and progress updates

Student Surveys – focused on support from College and Career Center

CEO meetings and regular discussions with ASB

Principal Meetings – ongoing conversations with ASB

Deep Dive into Math Improvement

$$f'(x) = \lim_{h \rightarrow 0} \frac{f(x+h) - f(x)}{h}$$

$$f(x) = \lim_{h \rightarrow 0} \frac{(x+h)^2 - x^2}{h}$$

$$= \lim_{h \rightarrow 0} \frac{x^2 + 2xh + h^2 - x^2}{h}$$

$$= \lim_{h \rightarrow 0} \frac{2xh + h^2}{h}$$



Math Updates, Progress and Challenges

Focused Coaching Cycles and Classroom Walkthroughs led by Ms. Lokhandwala and Ms. Muhammad

Full-time Teachers using Selected curriculum

- Open Up – Middle School
 - Carnegie Learning – Upper School
- Teachers provide Office Hours and Homework support to all grade levels

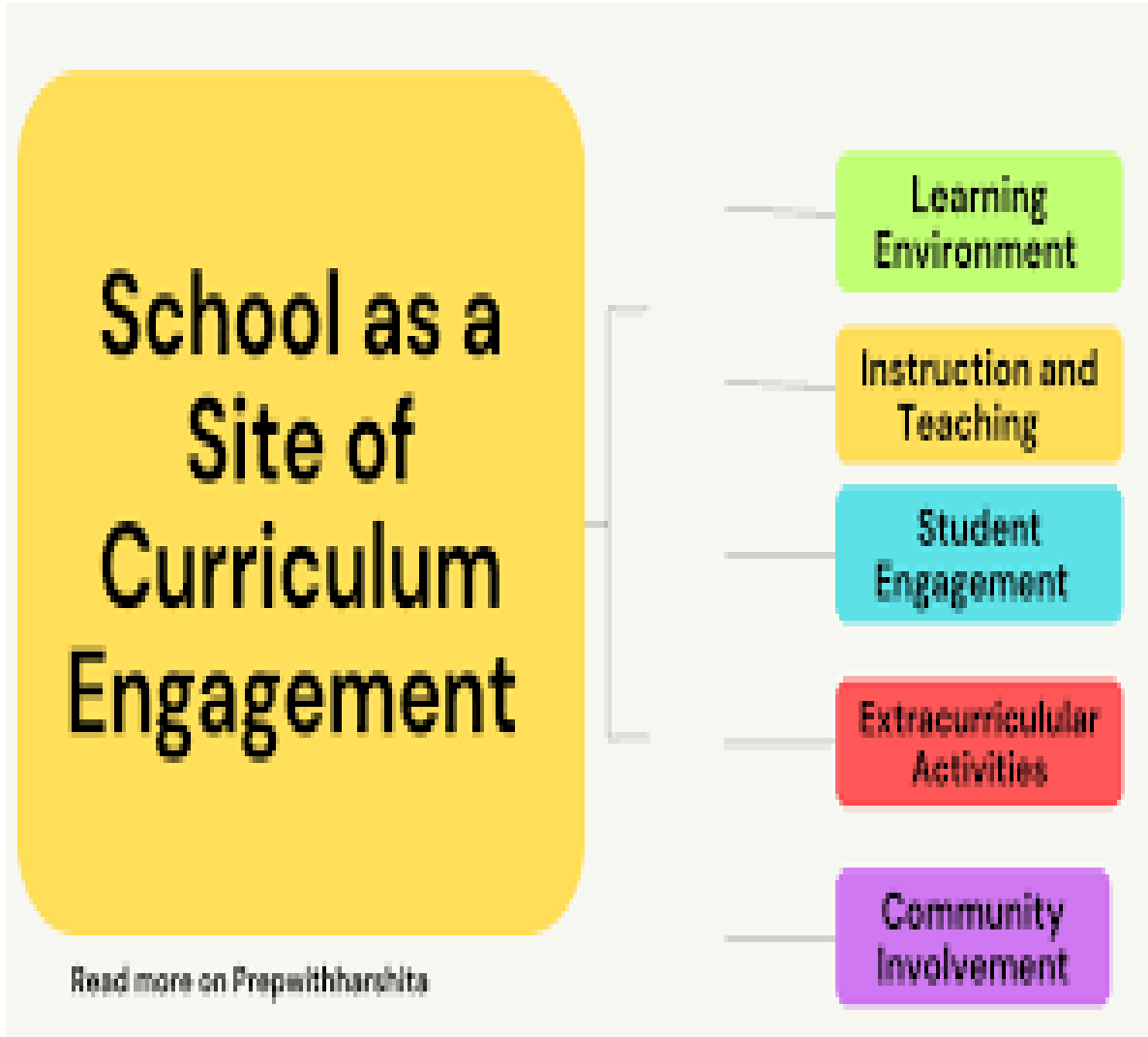
Progress on College and Career – Interventions and Supports

At-risk Students are counseled with
Academic Contracts.

College and Career Roadmap Developed
Academic Interventions and referral to
resources

Collaboration with Deans





Overarching Goals:
High-Quality
Curriculum, Student
Engagement,
Cohesive Community

Mark Your Calendars: Next WASC Visit is April 2026!

Recommendations for WASC/LCAP Goals

Continue **Professional Development** and **Collaboration**

Address Challenges with **Data and Develop** systems for regular analysis

Strengthen Engagement with families and students – more participation and support.

Math:

Enhance **Targeted Interventions, Support** teachers, especially new teachers

Focus on **Consistency in Instructional Support**, including diverse Learners



Questions Comments Discussion

Coversheet

LCAP Mid-Year Update

Section: III. Non-Action Items
Item: B. LCAP Mid-Year Update
Purpose: Discuss
Submitted by:
Related Material: LCAP Mid-Year Updates 2024-25 (2).pdf
Mid-Year Update_Slides.pdf



LCAP 2024-25 Mid-Year Update Report

January 27, 2025

Contents:

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

Background Information:

In accordance with California Education Code sections 47606.5(e) and 52062(a)(6), MWA is providing a detailed report on the annual update to the Local Control and Accountability Plan (LCAP) and the Budget Overview for Parents.

The LCAP is a **three-year plan**, which outlines the actions and services we aim to implement in order to improve educational outcomes for all students, with specific focus on our unduplicated student groups. **This report provides updates on progress to goals for the first year of the plan**, reflecting progress and adjustments made during this initial phase.

This report encompasses an examination of all available mid-year outcome data, specifically focusing on metrics identified in the current year's LCAP and an update on the progress of our actions. Additionally, an overview of mid-year expenditure and implementation data pertaining to all goals identified in the LCAP.

For additional information on our LCAP, please see [MWA's 2023-24 LCAP](#) available on our website.

Guiding Questions

Please consider the following questions to inform feedback you provide:

1. **Long-Term Vision:** How do you see our current LCAP work aligning with our strategic plan? Are there areas where we should adjust our focus?
2. **Start, Stop, Continue:** Do you have any thoughts on things we should start, stop, or continue this year to improve our outcomes and better meet the needs of our students and community?

Student Outcomes: What are your thoughts on the current student outcomes related to our LCAP goals? Are there particular student groups that need more targeted support?

Mid-Year Reporting

As we are finishing the **first semester of Year 1** in this **three-year LCAP plan**, this report reflects Year-To-Date (YTD) data and is designed to offer transparency in tracking our progress toward the established goals. It's important to note that it is common for some metrics to not yet be fully met, to reflect differently in the spring, or for certain results to still be in development. In addition, while not all actions may have been fully implemented at this point in the year, this update provides a snapshot of where we currently stand.

The **mid-year update** serves as both an accountability measure and a reflective tool. While we report progress externally to maintain transparency with the public, internally, this update offers an opportunity to assess areas where adjustments may be needed moving into the second semester. As we evaluate our progress, we recognize that some goals may not be fully reached within the current year. Since this is a **three-year plan**, it is essential to take a longer-term view when measuring success.

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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 MWA's **1st Interim Budget Report in 2024-25**. 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 2024-25	1st Interim 2024-25	Difference
LCFF General Fund	\$14,976,555.00	\$14,539,445.00	\$437,110.00
LCFF Supplemental & Concentration Grants (Included in Total LCFF Funding)	\$3,133,215.00	\$3,014,015.00	\$119,200.00
Total LCFF Funds	\$14,976,555.00	\$14,539,445.00	\$437,110.00
All Other State Funds	\$4,019,895.00	\$4,032,617.00	-\$12,722.00
All Local Funds (Including Philanthropy and Donations)	\$9,571,975.00	\$9,214,425.00	\$357,550.00
All Federal Funds	\$866,924.00	\$866,848.00	\$76.00
Total Projected Revenue (All Public Funds)	\$29,435,349.00	\$28,653,335.00	\$782,014.00
Total Budgeted General Funds Expenditures	\$29,385,349.00	\$28,603,334.00	\$782,015.00

Mid-Year LCAP Expenditures

This table shows LCFF funds budgeted as well as mid-year expenditures.

Goal Area	Budgeted	Mid-Year Expenditures
Goal 1: Support for All Learners	\$4,249,301.00	\$2,538,724.00
Goal 2: College and Career Readiness	\$4,040,720.00	\$3,083,972.50
Goal 3: Diversity, Equity, and Inclusion	\$2,446,557.00	\$2,446,557.00
Total Mid-Year LCAP Expenditures	\$10,736,578.00	\$8,069,253.50

Goal Action 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 provided by staff members including: MWA's Principal, Assistant Principals, Deans, Social Worker, CCC team, Student Activities Coordinators, and more.

For detailed information on our actions, please see [MWA's 2023-24 LCAP](#) available on our website.

Guiding Questions

Please consider the following questions to inform feedback you provide:

1. **Long-Term Vision:** How do you see our current LCAP work aligning with our strategic plan? Are there areas where we should adjust our focus?
2. **Start, Stop, Continue:** Do you have any thoughts on things we should start, stop, or continue this year to improve our outcomes and better meet the needs of our students and community?
3. **Student Outcomes:** What are your thoughts on the current student outcomes related to our LCAP goals? Are there particular student groups that need more targeted support?

Goal 1: Support for All Learners

Develop and refine vertically-aligned programs to support all learners.

This includes differentiated instruction for English Learners, Foster Youth, Low Income students, and Special Education Students. As well as supporting teachers in delivering this instruction.

The progress of this goal will be monitored through EL Reclassification rates, English Learner Progress Indicators, test scores and GPAs. We will ensure this goal is being carried out through teacher attendance in professional development and ELD PLC attendance.

Action Title	Implementation Level	Progress to Goals	Total Funds Budgeted	Mid-Year Expenditures
<p>Action 1.1: Enhancing Instructional Capacity and Professional Growth</p>	<p>Partially Implemented</p>	<p>To enhance instructional capacity and to support professional growth, we have implemented a comprehensive 2024-2025 Professional Development (PD) calendar (see Appendix Item 1) focusing on foundational strategies such as standards alignment, differentiated instruction, and data analysis. The August PD sessions set the stage by addressing key instructional strategies, while the service provider, Instruction Partners, have provided ongoing support and personalized coaching, strengthening instructional practices throughout the staff.</p> <p>The integration of ELA and Math PLC (professional learning community) time has been pivotal in fostering collaboration among teachers, allowing for a deeper focus on data analysis, differentiation, and standards alignment. These sessions have significantly supported teachers in refining their practice and promoting student growth. However, due to a vacant position, ELD-specific</p>	<p>\$456,399</p>	<p>\$228,200</p>

		<p>PD sessions have not continued after initial sessions at the beginning of the year. Despite this, our commitment to supporting teachers in meeting the needs of specialized learners, including SPED, Foster Youth, and Low-Income students, remains steadfast. Moving forward, we aim to fill the vacancy promptly and resume targeted ELD training to further enhance our instructional capacity.</p>		
<p>Action 1.2: Strengthening Tier 1 Instruction and Differentiation</p>	<p>Partially Implemented</p>	<p>Teachers are consistently using research-based lesson and unit planning formats that include standards alignment, success criteria, data-driven strategies, and accommodations for diverse learners. With the support of Instruction Partners, professional development for ELA and Math lead teachers and instructional coaches has been enhanced, empowering them to lead PD sessions. These sessions help train teachers in supporting specific learner populations, further strengthening instructional capacity.</p> <p>Regular Professional Development (PD) (see Appendix Item 1), content meetings, and Professional Learning Communities (PLCs) in ELA and Math ensure ongoing collaboration among educators, with a focus on analyzing student work, sharing effective strategies, and addressing the needs of at-risk populations. Students with Disabilities (SWD) have shown progress, with ELA performance improving by 7.8 points and Math performance increasing by 12.8 points from the previous year, though both areas remain below the standard. These efforts underscore our commitment to continuous improvement in <i>Tier 1</i> instruction and differentiation, promoting better outcomes for all students.</p>	<p>\$1,557,510</p>	<p>\$778,755</p>
<p>Action 1.3: Enhancing Progress Monitoring and Data Analysis</p>	<p>Fully Implemented</p>	<p>Teachers are actively analyzing student assessment data during Professional Development (PD),</p>	<p>\$1,159,107</p>	<p>\$1,159,107</p>

		<p>Professional Learning Community (PLC), and content-team meetings, using insights to adjust teaching methods within the teaching and learning cycle. They review formative and summative data, including IAB, NWEA-MAP, STAR Assessments, and CAASPP during dedicated Data Dives following assessments (See metrics 1.9 English; 1.10 Math; 1.11 Science for details on CAASPP and CAST scores). These sessions enable teachers to make data-informed adjustments to their instructional practices.</p> <p>Students also engage in data analysis by setting goals with teachers at the start of the year and revisiting these goals after benchmark assessments to reflect on their progress and set new targets. Moving forward, efforts will focus on disaggregating assessment data by various student groups, including English Learners (ELs), Long-Term English Language Learners (LTELs), Students with Disabilities (SWD), race/ethnicity groups, and income groups. This approach aims to provide more targeted support and close achievement gaps, particularly in literacy and numeracy skills, ensuring that all students receive the necessary resources to succeed.</p>		
<p>Action 1.4: Improve Academic Outcomes for Special Education Students*</p>	<p>Partially Implemented</p>	<p>We have implemented a holistic approach that integrates support for both special education and general education teachers. All teachers receive training on special education protocols, including accommodations and modifications, to ensure consistency in meeting students' IEP goals. The unification of Special Education and General Education under one department has fostered collaboration and alignment, creating a more cohesive approach to instruction. Additionally, external partners provide ongoing training, support, and office hours, offering expertise to enhance teacher capacity and improve student outcomes. These efforts ensure that all educators</p>	<p>\$655,337</p>	<p>\$327,669</p>

		<p>are equipped to deliver differentiated, inclusive instruction that supports the academic growth of special education students.</p> <p>Moving forward, Interim Assessment Benchmarks (IABs) are administered to help track student progress and inform instructional practices. Special Education teachers are included in data analysis sessions to ensure that they can provide additional support based on students' performance.</p>		
<p>Action 1.5: Enhancing the Learning Environment for English Learners Through Staff PD</p>	<p>Not Implemented</p>	<p>Early in the year, we prioritized targeted professional development (PD) for ELD staff, focusing on strategies to support language acquisition and academic success. The PD calendar (See Appendix Item 1) outlines the planned sessions designed to equip teachers with research-based methodologies for scaffolding instruction, incorporating language objectives, and fostering engagement for English Learners (ELs) at all proficiency levels. This training aimed to strengthen teachers' ability to meet the needs of ELs in integrated classrooms and support them in building essential skills.</p> <p>However, due to the vacant EL Coordinator position, the broader implementation of ELD PD after initial sessions at the beginning of the year has been delayed. We are actively searching and interviewing for a qualified candidate to fill this position and support the full roll-out of our ELD PD plan (See Appendix Item 2 for action plan). Once filled, we will continue to provide training for both designated ELD teachers and all instructional staff, focusing on scaffolding techniques and targeted support for Long-Term English Learners (LTELs), particularly in reading.</p>	<p>\$330,960</p>	<p>\$0</p>

<p>Action 1.6: Language Acquisition Program</p>	<p>Partially Implemented</p>	<p>Our Language Acquisition Program is designed to ensure that English Learners (ELs) and Long-Term English Learners (LTELs) receive high-quality, targeted support to develop language proficiency and achieve academic success. To this end, all teachers have access to standards-aligned curriculum in their learning spaces, ensuring instruction is consistent and supports ELs in meeting grade-level expectations. Designated ELD teachers continue to implement the Structured English Immersion Program (SEIP) as our Language Instruction Program (LIP), providing focused instruction tailored to the needs of ELs and LTELs. This program emphasizes language acquisition while fostering meaningful engagement with content across subject areas.</p> <p>Additionally, all teachers have access to research-based curriculum that includes support for ELs. While ELD teachers have been identified, there is a need for further training on the ELD curriculum to ensure its effective implementation and maximize its impact on supporting language development for ELs and LTELs.</p>	<p>\$89,988</p>	<p>\$44,994</p>
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**Non-Contributing action. Action 1.4 is geared toward SWD (Students with Disabilities) which is not an unduplicated student group. This action does not count towards increased or improved services in the LCAP.*

Goal 2: College and Career Readiness

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

This will focus on English Learners, Low-Income, African-American Youth, Special Education, Foster Youth.

The progress of this goal will be monitored through graduation rates, AP pass rates, students prepared for college, CTE pathway completion, CCI, EAP, UC and CSU eligibility, pathway and student meetings, and dropout rates. The foundation for this goal is built by ensuring that students have access to a broad course of study.

Action Title	Implementation Level	Progress to Goals	Total Funds Budgeted	Mid-Year Expenditures
<p>Action 2.1: Vertically Aligned Systems for Seamless College and Career Support</p>	<p>Partially Implemented</p>	<p>The College and Career Counseling (CCC) Department is focused on enhancing collaboration across different functional areas to improve the support systems for students as they navigate both their college experience and their transition into careers. Strengthening MWA cross-functional partnerships is crucial in creating a seamless, integrated support system that addresses a range of student needs. These include academic advising, college exploration, career counseling, internships, job placement, and more. This comprehensive approach is designed to provide students, particularly those in intersectional critical learning groups (such as English Learners, Low-Income, African-American Youth, Special Education, Foster Youth, and Accelerated Learners), with the necessary support, both academically</p>	<p>\$975,741</p>	<p>\$487,871</p>

		<p>and personally, to succeed.</p> <p>Additionally, the school is focused on evaluating how well students are prepared for college and careers, specifically considering how well we support students from intersectional backgrounds. Metrics such as Metric 2.12, which tracks whether students have access to a Broad Course of Study (Standard Met on the CA State Dashboard), and Metric 2.13, which tracks the percentage of students who have completed a CTE pathway and are UC/CSU eligible, are used to assess the effectiveness of our support systems. This evaluation informs the school's efforts to refine its plans and partnerships, ensuring that they are working effectively to prepare all students for success beyond high school.</p>		
<p>Action 2.2: College and Career Pathway Scope and Sequence</p>	<p>Fully Implemented</p>	<p>The CCC has developed a scope and sequence (See Appendix Item 3) to guide students in developing the academic, technical, and social-emotional skills necessary for success after high school. This sequence is designed not only to ensure that students are academically prepared for college but also to equip them with essential life skills, career exploration tools, and the technical abilities required to succeed in the workforce. A key focus is on introducing college and career readiness skills early, particularly for middle school and 9th-grade students, with a special emphasis on unduplicated student groups such as English Learners, students from Socioeconomically Disadvantaged households, and Foster Youth.</p> <p>Additionally, the CCC Department organizes workshops and field trips aimed at increasing awareness of college</p>	<p>\$2,127,225</p>	<p>\$2,127,225</p>

		<p>and career readiness among students, staff, and families. So far, 11th and 12th graders have each had 3 different field trip opportunities, with more planning for an 8th grade opportunity in the works, as reflected in Metric 2.11. These workshops address learning gaps and foster a college and career-oriented mindset within the MWA community and the wider community surrounding our unduplicated students.</p> <p>Metrics such as Metric 2.1, which tracks CTE pathway completion, have provided insight into our program's effectiveness. Data from this metric shows that 75% (12 out of 16) of students in the CTE pathway successfully completed the program, indicating positive progress in preparing students for both college and career success.</p>		
<p>Action 2.3: Graduation Pathways</p>	<p>Partially Implemented</p>	<p>The CCC Department recognizes that strengthening high school graduation pathways is a critical element in preparing MWA students for postsecondary education, career readiness, and overall life success. This involves creating more coherent, supportive, and aligned systems that ensure students are not only meeting graduation requirements but are also equipped with the skills, knowledge, and opportunities they need to transition smoothly into college, careers, or both.</p> <p>To support early preparation, the department focuses on providing A-G course access for all critical learner groups, including English Learners, students from socioeconomically disadvantaged households, African-American Youth, students designated for Special Education support, Foster Youth, and Accelerated Learners. Students are provided with opportunities such as</p>	<p>\$937,754</p>	<p>\$468,877</p>

		<p>credit recovery and a fifth year of instruction to ensure they complete the California minimum high school Graduation Requirements and are prepared for postsecondary education, training, employment, and community participation. Middle school students are also given the opportunity to transition smoothly to upper school programs, setting them up for success.</p> <p>The department also ensures compliance with pathways outlined in AB104 and SB141, addressing specific needs for students, such as alternate pathways for students with disabilities (SB114) and exemptions for those not on track to graduate in four years (AB104).</p> <p>Metrics such as Metric 2.12, tracking student access to a Board Course of Study, and Metric 2.13, which tracks the percentage of students who have completed a CTE pathway and are UC/CSU eligible, reflect the progress in preparing students for both graduation and postsecondary success.</p>		
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Goal 3: Diversity, Equity, and Inclusion

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

We will work with students and families to build a sense of connectedness and safety while working to decrease the number of students who are suspended through holistic supports, specifically for English Learners, Low-Income, Foster Youth, and SPED students.

The progress of this goal will be monitored through suspension, expulsion attendance, chronic absenteeism and retention rates. We will support increasing diversity, equity, and inclusion on our campus by increasing parent participation, student participation, professional development for staff focused on specific student groups, and events.

Action Title	Implementation Level	Progress to Goals	Total Funds Budgeted	Mid-Year Expenditures
<p>Action 3.1: Student Support Services for Students that are Suspended</p>	<p>Fully Implemented</p>	<p>To support students who are suspended, we emphasize restorative practices aimed at addressing behavior issues and offering consistent support to prevent future incidents, particularly for unduplicated student groups such as English Learners, students from socioeconomically disadvantaged households, and Foster Youth. At the beginning of the year, we implemented post-incident check-ins and check-outs with the social worker, dean, or student support services assistants, and engaged with parents through re-entry meetings to discuss helpful support for students.</p> <p>Additionally, the deans establish written behavior contracts with students who have been suspended more than once or who engage in consistent unproductive and</p>	<p>\$813,767</p>	<p>\$813,767</p>

		<p>disruptive behavior that could lead to suspension. These contracts specify the expectations for behavior, and the deans use them to guide engagement with students at risk of being suspended. This proactive approach is helping to reduce suspensions by emphasizing explicit expectations for conduct, offering support, engaging with parents, and partnering with teachers.</p> <p>In December, the Dean's office continued to implement restorative practices by using the Restorative Conversation survey to track discussions with students. Three cycles of check-in/check-out were offered in the middle school to help students develop prosocial skills. The Dean's office also used the Post Incident Debrief form, asking key questions such as:</p> <ul style="list-style-type: none"> ● How are you doing post-incident? ● Did you feel supported at the time of the incident? ● Is there anything more we can do to support you now? <p>Additionally, the Student Services team provides restorative/reflective check-ins using the following questions:</p> <ul style="list-style-type: none"> ● What happened? ● What were you thinking at the time? ● What have you thought about since? ● Who do you think has been affected by what you have done? In what way? ● What do you think you need to do to make things right? <p>When additional services are needed, the social worker refers students and families to TalkSpace for free</p>		
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		<p>counseling services. For students suspended due to vaping, the social worker offers referrals to YVAPE, a smoking cessation program, and provides the Contra Costa County Community Resource Guide for additional support.</p>		
<p>Action 3.2: Integrated Family Engagement</p>	<p>Fully Implemented</p>	<p>To ensure families, particularly those of unduplicated student groups (English Learners, students from socioeconomically disadvantaged households, and Foster Youth), have regular and accessible opportunities to engage with the school community, we hosted several events and meetings aimed at strengthening the school-family connection. In August, we organized a Back to School Night with separate events by cluster (5-6, 7-9, 10-12) to make the evening more manageable for families and easier for them to meet their child’s teachers. Additionally, monthly Zoom meetings with the principal began in October 2024, with steady attendance, providing parents with a platform for clarifications, resources, and direct contact with administrators. These sessions have contributed to increased school connectedness and encouraged participation in school workshops.</p> <p>As part of our ongoing commitment to family engagement, we have continued efforts to include families in decision-making processes. Invitations for parents to attend charter renewal hearings were extended in September and October, and we are collecting feedback from families through surveys to better understand their needs and interests. This feedback will guide future strategies and help plan workshops, field trips, and community events that are meaningful and valuable for families. We also aim to improve communication through updated signage and the parent portal, ensuring families</p>	<p>\$522,409</p>	<p>\$522,409</p>

		are informed about upcoming opportunities. (See Appendix Item 4 for examples of flyers shared)		
Action 3.3: SWD Suspension Rate Reduction*	Fully Implemented	<p>To address the suspension rates of Students with Disabilities (SWD), we have been actively engaging in discussions and actions aimed at reducing suspensions and promoting a positive school culture. As part of the state-mandated technical assistance program, a cross-section of leaders met to identify the causes of frequent suspensions and to strategize around reducing them. The initial months have shown promising results, with very few suspensions of SWD.</p> <p>Additionally, leaders completed the Making Waves Academy Improvement Journey (See Appendix Item 5) and shared the findings during a Differentiated Assistance coaching call, which helped guide further efforts to reduce suspension rates. As part of these efforts, the principal has introduced the Mentor Mentee program (See Appendix Item 6), which is aimed at providing targeted support and monitoring for students who have been suspended. This initiative is designed to help these students improve their behavior and academic outcomes, reinforcing the connection between school and families to ensure sustained progress.</p>	\$435,054	\$435,054
Action 3.4: Increase in School Connectedness	Fully Implemented	To build a supportive environment where all students, including unduplicated student groups (English Learners, Low-Income, Foster Youth), feel valued and connected, we have implemented proactive strategies. The Deans have been greeting students upon arrival to set a positive tone for the day with check-ins on expectations. They have also	\$675,327	\$675,327

		<p>been fostering relationships with students, parents, staff, and faculty throughout the day. In addition, the Deans have been visiting classrooms to assess the overall classroom cultures and identify themes connected to school culture. This partnership with teachers has been instrumental in supporting the consistent implementation of school rules, policies, and expectations.</p> <p>During the first semester, the Dean department partnered with the Student Activities department to uphold behavior expectations during school events such as HS Spirit Week, MS Masquerade Dance, and the Fall Pep Rally (See Appendix Item 4 for flyers used during Spirit Week). These collaborations have helped reinforce positive interactions and encouraged team-building activities among students. The Dean department will continue to partner with various departments on campus to ensure that behavior expectations are maintained at school connection events, helping to cultivate a positive and inclusive environment for all students.</p>		
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**Non-Contributing action. Action 3.3 is geared toward SWD (Students with Disabilities) which is not an unduplicated student group. This action does not count towards increased or improved services in the LCAP.*

Goal Metric Outcome Data Updates

In this section, we focus on **Goal Outcome Data Updates**, providing a detailed assessment of our progress toward achieving specific LCAP goals. The information is organized by goal, offering a comprehensive overview that includes the baseline data on which these goals were established and the desired outcomes we aim to achieve by the end of this LCAP cycle in **Spring 2027**.

The state's **Local Control Funding Formula (LCFF)** priorities require us to track specific metrics. These required metrics are noted in the metric title, along with the corresponding LCFF priority they meet. For more information, please refer to the [CDE's LCFF State Priorities Summary](#).

CAASPP data has been sourced from [CAASPP's Test Results for California's Assessments page](#). For insights on local indicators (e.g., Metrics 1.2 Instructional Materials, 1.4 Adopted Standards, 2.12 Broad Course of Study), please consult the [CA State Dashboard](#).

Since this is a mid-year update, it is normal for some metrics not to have been met yet or for data to still be pending. We are at the end of the first semester in Year 1 of a 3-year plan, so some progress is still in the early stages.

Some baseline data comes from the 2023-24 school year, while other metrics are based on 2022-23 data, depending on availability. For **continuous tracking**, if the baseline data is from 2023-24, the data reported this year will reflect 2024-25. If the baseline is from 2022-23, the data reported this year will reflect 2023-24. Certain metrics will not be calculated until Spring 2025 due to timing or data availability.

Disaggregated Metrics

A new requirement starting this year mandates that **LCAP metrics** must be **disaggregated by student groups** where applicable and available. Our metrics have been disaggregated by the following groups when applicable:

- Overall
- Students with Disabilities (SWD)
- English Learners (EL)
- Socioeconomically Disadvantaged.

Metrics for groups with **11 or fewer students** will not be disaggregated to protect privacy (e.g., **Foster Youth** data is not disaggregated).

As disaggregating metrics is a new requirement, **baseline data has not yet been disaggregated**. We hope to update our baseline data in the 2025-26 cycle to allow for more in-depth analysis.

Guiding Questions

Please consider the following questions to inform feedback you provide:

1. **Long-Term Vision:** How do you see our current LCAP work aligning with our strategic plan? Are there areas where we should adjust our focus?
2. **Start, Stop, Continue:** Do you have any thoughts on things we should start, stop, or continue this year to improve our outcomes and better meet the needs of our students and community?
3. **Student Outcomes:** What are your thoughts on the current student outcomes related to our LCAP goals? Are there particular student groups that need more targeted support?

Goal 1: Support for All Learners

Metric		Baseline <i>(From 2023-24 LCAP)</i>	Year 1 Mid-Year <i>(Collected in Fall 2024)</i>	Year-3 Target <i>(End of cycle 2026-27)</i>
1.1	<p>Teacher credentials and assignments</p> <p>% of total teachers credentialed and properly assigned</p> <p><i>(LCFF Priority 1A)</i></p>	<p>58.32%</p> <p><i>(2022-23)</i></p>	<p>81.82% (63/77)</p> <p><i>(2023-24)</i></p>	<p>75%</p> <p><i>(2026-27)</i></p>
1.2	<p>Instructional Materials</p> <p>As indicated by the CA School Dashboard's "Basics: Teachers, Instructional Materials, Facilities" Local Indicator</p> <p><i>(LCFF Priority 1B)</i></p>	<p>Instructional Materials requirement on CA State Dashboard: Standard Met</p> <p><i>See Local Indicators on CA State Dashboard for in-depth analysis</i></p>	<p>Instructional Materials requirement on CA State Dashboard: Standard Met</p> <p><i>See Local Indicators on CA State Dashboard for in-depth analysis</i></p>	<p>Instructional Materials requirement on CA State Dashboard: Standard Met</p> <p><i>See Local Indicators on CA State Dashboard for in-depth analysis</i></p>
1.3	<p>Facilities</p> <p>FIT inspection</p> <p><i>(LCFF Priority 1C)</i></p>	<p>MS: 95.81% ("good")</p> <p>US: 95.97% ("good")</p> <p><i>(Aug 2023)</i></p>	<p>MS: 99.73% ("Exemplary")</p> <p>US: 99.2% ("Exemplary")</p> <p><i>(Aug 2024)</i></p>	<p>MS: 97% ("good")</p> <p>US: 97% ("good")</p> <p><i>(Aug 2026)</i></p>
1.4	<p>Adopted standards are implemented</p> <p><i>(LCFF Priority 2A)</i></p>	<p>Implementation of Academic Standards requirement on CA State Dashboard: Standard Met</p> <p><i>See Local Indicators on CA State Dashboard for in-depth analysis</i></p>	<p>Implementation of Academic Standards requirement on CA State Dashboard: Standard Met</p> <p><i>See Local Indicators on CA State Dashboard for in-depth analysis</i></p>	<p>Implementation of Academic Standards requirement on CA State Dashboard: Standard Met</p> <p><i>See Local Indicators on CA State Dashboard for in-depth analysis</i></p>

1.5	% of Teachers Who Participate in PD	87% (2023-24)	Overall: 91% MS: 90% US: 91%	95% (2026-27)
1.6	ELD PLC Attendance training and progress monitoring (LCFF Priority 7B)	75% (2023-24)	85% (Fall 2024)	85% (2026-27)
1.7	EL Reclassification Rate (LCFF Priority 4F)	20% (2023-24)	Will not be done until Spring 2025	30% (2026-27)
1.8	ELPI Percent of EL students making progress via ELPI measure (LCFF Priority 4E)	59.70% (2022-23)	EL: 56.6% LTEL: 58.2% (2023-24)	65% (2025-26)
1.9	English CAASPP Scores: English English GPA (LCFF Priority 4A, 7A, and 8)	Schoolwide CAASPP 44% Meeting / Exceeding Standard (2022-23) GPA MS: 2.8 US: 2.34 (2022-23)	CAASPP Overall:47.04% SWD: 15.83% EL: 10.29% Socio economically disadvantaged: 36.81% GPA - MS Overall: 2.7 SWD: 2.33 EL: 2.25 Socio economically disadvantaged: 2.68 GPA - US Overall: 2.78 SWD: 2.18 EL: 2.17 Socio economically disadvantaged: 2.74 (2023-24)	Schoolwide CAASPP 65% Meeting / Exceeding Standard GPA MS: 3.0 US: 3.0 (2025-26)
1.10	Math CAASPP Scores: Math	Schoolwide CAASPP 21% Meeting / Exceeding Standard	CAASPP Overall: 35.54% SWD:12.99%	Schoolwide CAASPP 45% Meeting /

	<p>Math GPA</p> <p>(LCFF Priority 4A, 7A, and 8)</p>	<p>GPA MS: 2.74 US: 2.47</p> <p>(2022-23)</p>	<p>EL: 10.25% Socio economically disadvantaged: 24.98%</p> <p>GPA - MS Overall: 2.89 SWD: 2.86 EL: 2.55 Socio economically disadvantaged: 2.9</p> <p>GPA - US Overall: 2.56 SWD: 2.33 EL: 1.81 Socio economically disadvantaged: 2.5</p> <p>(2023-24)</p>	<p>Exceeding Standard</p> <p>GPA MS: 3.0 US: 3.0</p> <p>(2025-26)</p>
1.11	<p>Science</p> <p>CAST Scores: Science</p> <p>Science GPA</p> <p>(LCFF Priority 4A, 7A, and 8)</p>	<p>Schoolwide CAASPP 20.95% Meeting / Exceeding Standard</p> <p>GPA MS: 2.93 US: 2.51</p> <p>(2022-23)</p>	<p>CAST Overall: 30.7% SWD: 9% EL: 2.36% Socio economically disadvantaged: 20.73% <i>Source:</i> https://caaspp-elpac.ets.org/caaspp/</p> <p>GPA - MS Overall: 3.07 SWD: 2.6 EL: 2.69 Socio economically disadvantaged: 3.06</p> <p>GPA - US Overall: 2.74 SWD: 2.08 EL: 2.03 Socio economically disadvantaged: 2.71</p> <p>(2023-24)</p>	<p>Schoolwide CAASPP 45% Meeting / Exceeding Standard</p> <p>GPA MS: 3.5 US: 3.0</p> <p>(2025-26)</p>
1.12	<p>Social Sciences</p> <p>GPA for Social Science</p>	<p>MS: 3.4 US: 3.1</p>	<p>GPA - MS Overall: 3.13 SWD: 3.06</p>	<p>MS: 3.5 US: 3.5</p>

	(LCFF Priority 4A, 7A, and 8)	(2022-23)	<p>EL: 2.88 Socio economically disadvantaged: 3.10</p> <p>GPA - US Overall: 2.66 SWD: 2.27 EL: 2.17 Socio economically disadvantaged: 2.64</p> <p>(2023-24)</p>	(2025-26)
1.13	<p>World Languages</p> <p>World Language GPA</p> <p>(LCFF Priority 4A, 7A, and 8)</p>	<p>3.12</p> <p>(2022-23)</p>	<p>GPA - MS Not Applicable</p> <p>GPA - US Overall: 2.83 SWD: 2.20 EL: 2.37 Socio economically disadvantaged: 2.83</p> <p>(2023-24)</p>	<p>3.5</p> <p>(2025-26)</p>
1.14	<p>Health and Wellness</p> <p>Health and Wellness Physical Fitness Test (PFT) scores</p> <p>Health and Wellness GPA</p> <p>(LCFF Priority 4A, 7A, and 8)</p>	<p>PFT 5th, 7th, 9th and all required grades have participated.</p> <p>GPA MS: 3.58 US: 3.35</p> <p>(2022-23)</p>	<p>PFT: 5th, 7th, 9th and all required grades have Participated. <i>Participation Rates:</i> 5th - 100% 7th - 99% 9th - 97%</p> <p>GPA - MS Overall: 3.51 SWD: 3.28 EL: 3.45 Socio economically disadvantaged: 3.52</p> <p>GPA - US Overall: 3.34 SWD: 2.97 EL: 2.96 Socio economically disadvantaged: 3.29</p> <p>(2023-24)</p>	<p>PFT 5th, 7th, 9th and all required grades have participated.</p> <p>GPA MS: 3.7 US: 3.5</p> <p>(2025-26)</p>

1.15	<p>Teacher Retention</p> <p>Retention rate based on proficiency at the end of cycle 2: First year teachers</p>	<p>New Metric</p> <p>Begin Tracking Next Year</p>	<p>Skillful: N/A (No teachers rated "Skillful") Proficient: 100% (1/1) Developing: 83% (5/6)</p> <p>(2023-24)</p>	<p>Skillful 75% Proficient: 80% Developing: 50%</p> <p>(2025-26)</p>
1.16	<p>Teacher Retention</p> <p>Retention rate based on proficiency at the end of cycle 2: Continuing teachers</p>	<p>New Metric</p> <p>Begin Tracking Next Year</p>	<p>Skillful: N/A (No teachers rated "Skillful") Proficient: 80% (16/20) Developing: 59% (10/17)</p> <p>(2023-24)</p>	<p>Skillful 100% Proficient: 100% Developing: 75%</p> <p>(2025-26)</p>
1.17	<p>Teacher Proficiency</p> <p>% of teachers ranked as "Proficient" or "Skillful" by the end of the year</p>	<p>New Metric</p> <p>Begin Tracking Next Year</p>	<p>Will not be done until Spring 2025</p>	<p>60%</p> <p>(2026-27)</p>
1.18	<p>Coaching Sessions</p> <p>All teachers received: 2 Coaching sessions a Month 2 Informal observations a month (with feedback) 1 Formal observation a semester</p>	<p>New Metric</p> <p>Begin Tracking Next Year</p>	<p>2 Coaching sessions a month: No</p> <p>2 Informal observations a month (with feedback): No</p> <p>1 Formal observation a semester: No</p> <p>(Fall 2024)</p>	<p>2 Coaching sessions a month: Yes</p> <p>2 Informal observations a month (with feedback): Yes</p> <p>1 Formal observation a semester: Yes</p> <p>(2026-27)</p>

Goal 2: College and Career Readiness

Metric		Baseline <i>(From 2023-24 LCAP)</i>	Year 1 Mid-Year <i>(Collected in Fall 2024)</i>	Year-3 Target <i>(End of cycle 2026-27)</i>
2.1	CTE Course Enrollment Pathway completion % <i>(LCFF Priority 4C)</i>	Course Enrollment: 14% Pathway Completion: 81.11% <i>(2022-23)</i>	Course Enrollment: 72 students Will not be calculated until Spring 2025 <i>(2023-24)</i>	Course Enrollment: 25% Pathway Completion: 86% <i>(2025-26)</i>
2.2	A-G Completion % <i>(LCFF Priority 7A)</i>	89% <i>(2022-23)</i>	Overall: 100% SWD: Not significantly EL: 68% Socio economically disadvantaged: 85.4% <i>(2023-24)</i>	95% <i>(2025-26)</i>
2.3	Graduation Rate <i>(LCFF Priority 5E)</i>	4 Year Graduation Rate: 86.9% 5 Year Graduation Rate: 90.9% <i>(2022-23)</i>	4 Year Graduation Rate 23-24 Overall: 95.2% EL: 68% Socio economically disadvantaged: 85.4% 5 Year Graduation Rate 23-24: 86.2% <i>(2023-24)</i>	4 Year Graduation Rate: 91% 5 Year Graduation Rate: 95% <i>(2025-26)</i>
2.4	Drop Out Rate <i>(LCFF Priority 5C and 5D)</i>	US: 5.3% MS: 0% <i>(2022-23)</i>	Will not be calculated until Spring 2025	US 1.3% MS 0%
2.5	AP Pass Rate 3 or higher <i>(LCFF Priority 4G)</i>	42% <i>(2022-23)</i>	Overall: 46% (121//265) Will disaggregate Spring 2025 See Appendix Item 7 for details	46% <i>(2025-26)</i>

			(2023-24)	
2.6	<p>EAP</p> <p>% HS students who participate in & demonstrate college readiness as determined by EAP ELA & EAP Math</p> <p>(LCFF Priority 4H)</p>	<p>EAP ELA: 51%</p> <p>EAP Math: 13%</p> <p>(2022-23)</p>	<p>EAP ELA</p> <p>Overall: 68%</p> <p>EL: 17%</p> <p>Socio economically disadvantaged: 65%</p> <p>EAP Math</p> <p>Overall: 22%</p> <p>EL: 4%</p> <p>Socio economically disadvantaged: 23%</p> <p>(2023-24)</p>	<p>EAP ELA: 55%</p> <p>EAP Math: 17%</p> <p>(2025-26)</p>
2.7	<p>CCI</p> <p>Percent identified as prepared on College and Career Indicator</p> <p>(LCFF Priority 4H)</p>	<p>54.7%</p> <p>(2022-23)</p>	<p>Overall: 46.2%</p> <p>EL: 56.6%</p> <p>Socio economically disadvantaged: 46.6%</p> <p>(2023-24)</p>	<p>60%</p> <p>(2025-26)</p>
2.8	<p>UC and CSU Eligibility*</p> <p>(LCFF Priority 4B)</p>	<p>CSU Eligible: 98% (84/85)</p> <p>UC Eligible: 57% (49/85)</p> <p>Calculated with 2.0*</p> <p>CSU Eligibility: 91% (77/85)</p> <p>Calculated with 2.5</p> <p>CSU Eligibility: 77.6% (66/85)</p> <p>(2023-24)</p>	<p>CSU Eligible:</p> <p>Overall: 128/146; 87.7%</p> <p>UC Eligible:</p> <p>Overall: 82/146 56%</p> <p>Will disaggregate Spring 2025</p> <p>(2023-24)</p>	<p>CSU eligible: 98%</p> <p>UC eligible: 75%</p> <p>(2025-26)</p>
2.9	<p>How Many Pathways and Student Meetings*</p>	<p>New Metric</p> <p>Begin Tracking Next Year</p>	<p>100%</p> <p>(2024-25)</p>	<p>150</p> <p>100%</p> <p>(2026-27)</p>
2.10	<p>Post-Secondary Planning</p> <p>Percent of graduates</p>	<p>100%</p> <p>(2023-24)</p>	<p>100%</p> <p>(2024-25)</p>	<p>100%</p> <p>(2026-27)</p>

	having a post secondary plan across a range of pathways, including: (1) Four-year college or university (2) Community college (3) Military enlistment (4) Job program; (5) Current job or job offer (6) Trade program or apprenticeship (7) Gap year program			
2.11	Number of Field Trips	New Metric Begin Tracking Next Year	5th Grade: 0 6th Grade: 0 7th Grade: 0 8th Grade: (Planning stages have begun for Spring 2025) 9th Grade: 0 10th Grade: 0 11th Grade: 3 12th Grade: 3 (2024-25)	1 college/career-related field trip for each grade-level. (2026-27)
2.12	Students Have Access to a Broad Course of Study (LCFF Priority 7A)	Access to Broad Course of Study requirement on CA State Dashboard: Standard Met <i>See Local Indicators on CA State Dashboard for in-depth analysis</i>	Access to Broad Course of Study requirement on CA State Dashboard: Standard Met <i>See Local Indicators on CA State Dashboard for in-depth analysis</i>	Access to Broad Course of Study requirement on CA State Dashboard: Standard Met <i>See Local Indicators on CA State Dashboard for in-depth analysis</i>
2.13	% of all students that have completed CTE pathway and are UC/CSU Eligibility (LCFF Priority 4D)	21% (2022-23)	Will not be calculated until Spring 2025 (2023-24)	25% (2025-26)

*The baseline for Metric 2.8 (UC and CSU eligibility) has been updated due to changes in the calculation method. Last year, eligibility was calculated using a minimum GPA of 2.5; however, we have since adjusted the calculation to use a minimum GPA of 2.0.

** The formatting for the goal of Metric 2.9 Pathway and student meetings has been changed to a percentage to allow for more comparative analysis across multiple years.

Goal 3: Diversity, Equity, and Inclusion

Metric		Baseline <i>(From 2023-24 LCAP)</i>	Year 1 Mid-Year <i>(Collected in Fall 2024)</i>	Year-3 Target <i>(End of cycle 2026-27)</i>
3.1	<p>Chronic Absenteeism Rate</p> <p>% who are absent, excused or unexcused, more than 10% of school days</p> <p><i>(LCFF Priority 5B)</i></p>	<p>20%</p> <p><i>(2023-24)</i></p>	<p>Overall: 11.8%</p> <p>SWD: 14%</p> <p>EL: 31.7%</p> <p>Foster Youth: N/A</p> <p>Socio economically disadvantaged: 75.4%</p> <p><i>(Fall 2024)</i></p>	<p>15%</p> <p><i>(2026-27)</i></p>
3.2	<p>Attendance Rate ADA (Average Daily Attendance) Rates</p> <p><i>(LCFF Priority 5A)</i></p>	<p>94%</p> <p><i>(2023-24)</i></p>	<p>Overall: 95.32%</p> <p>SWD: 94.2%</p> <p>EL: 95.38%</p> <p>Socio economically disadvantaged: 95.18%</p> <p><i>(Fall 2024)</i></p>	<p>96%</p> <p><i>(2026-27)</i></p>
3.3	<p>Suspension Rate</p> <p><i>(LCFF Priority 6A)</i></p>	<p>15%</p> <p><i>(2023-24)</i></p>	<p>Overall: 7.3% (78/1074)</p> <p>SWD: 10.47% (9/86)</p> <p>EL: 9.6% (25/261)</p> <p>Foster Youth: NA</p> <p>Socio economically disadvantaged: 3.7% (32/872)</p> <p><i>(Fall 2024)</i></p>	<p>9%</p> <p><i>(2026-27)</i></p>
3.4	<p>Expulsion Rate</p> <p><i>(LCFF Priority 6B)</i></p>	<p>0.20%</p> <p><i>(2023-24)</i></p>	<p>0%</p> <p><i>(Fall 2024)</i></p>	<p><1%</p> <p><i>(2026-27)</i></p>
3.5	<p>School Climate Surveys</p> <p>Parent, students, and teachers, related to: feel that the school is safe</p>	<p>MS Students: 56%</p> <p>US Students: 54%</p> <p>Parents: 88.9%</p> <p><i>(2023-24)</i></p>	<p>School Climate Survey is not given until spring</p>	<p>MS Students: 62%</p> <p>US Students: 60%</p> <p>Parents: 93%</p> <p><i>(2026-27)</i></p>

	(LCFF Priority 6C)			
3.6	<p>School Climate Surveys</p> <p>Parent, students, and teachers, related to: school connectedness</p> <p>(LCFF Priority 6C)</p>	<p>MS Students: 52% US Students: 43% Parents: 87.5%</p> <p>(2023-24)</p>	<p>School Climate Survey is not given until spring</p>	<p>MS Students: 70% US Students: 70% Parents: 90%</p> <p>(2026-27)</p>
3.7	<p>Parent Participation:</p> <p>Percentage of parents who have completed Skills academy post survey</p> <p>(LCFF Priority 3A, 3B, and 3C)</p>	<p>Pilot Program Results: 1/1 Parent has completed survey</p> <p>(2023-24)</p>	<p>Survey went out the week of 1/6/25. Results to be provided Spring 2025</p>	<p>75%</p> <p>(2026-27)</p>
3.8	<p>Number of Parents who participate in family workshops per semester</p> <p>(LCFF Priority 3A and 3B)</p>	<p>Based on February Survey: Back to School Day: 36 Saturday Parent Meetings: 18 Parent Education Workshops: 11 ELAC: 11 LCAP: 9 Advisor Family Conferences: 7</p> <p>(2023-24)</p>	<p>School Climate Survey is not given until spring</p>	<p>Back to School Day: 43 Parent Meetings/Advisor Family Conferences: 24 Parent Education Workshops: 18 ELAC: 13 LCAP: 11</p> <p>(2026-27)</p>
3.9	<p>PD Sessions</p> <p>PD sessions offered to staff Focused on partnering with families of critical learner groups</p> <p>(LCFF Priority 3B)</p>	<p>1</p> <p>(2023-24)</p>	<p>1</p> <p>(Fall 2024)</p>	<p>3</p> <p>(2026-27)</p>
3.10	<p>PD Sessions</p> <p>PD sessions offered to staff Focused on intervention strategies for students with</p>	<p>1</p> <p>(2023-24)</p>	<p>2</p> <p>(Fall 2024)</p>	<p>3</p> <p>(2026-27)</p>

	disabilities <i>(LCFF Priority 3C)</i>			
3.11	Student Input Measure of student input in decision making, including sub-groups <i>(LCFF Priority 6C)</i>	Students vote for dance and Spirit Week themes. ASB influenced changes in student dress code (dress code now includes black pants again) and the nutritional policy (in November lunch options changed and MWA began exploring new options with our vendor) <i>(2023-24)</i>	<i>US ASB officers advocated at 2 board meetings for more tutoring support for students which has elevated this conversation in multiple spaces (See Appendix Item 2 for Principal's reflection).</i> <i>The MWA Board discussed and agreed to add a student board member to the MWA board of directors for the 2025-26 school year after seeing our students engage with the CCCBOE during MWA's charter renewal.</i>	Engage at least 3 student groups in policy changes. <i>(2026-27)</i>
3.12	8th grade retention rates <i>(LCFF Priority 5C and 6C)</i>	92% <i>(2022-23)</i>	Overall: 96.2% SWD: 100% EL: 84.4% Socio economically disadvantaged: 96.8% <i>(Fall 2024)</i>	97% (Pre-Pandemic Baseline) <i>(2025-26)</i>
3.13	US retention rates <i>(LCFF Priority 5D and 6C)</i>	93.9% <i>(2022-23)</i>	Overall: 93.4% SWD: 90% EL: 95.3% Socio economically disadvantaged: 99.2% <i>(Fall 2024)</i>	98% (Pre-Pandemic Baseline) <i>(2025-26)</i>
3.14	Engagement Events Were all engagement events added to the master calendar prior to the start of the school year? (y/n)	New Metric Begin Tracking Next Year	Student Activities Coordinators support students through activities that are fun, enrich student enjoyment, foster community and ensure they are well planned	Yes <i>(2026-27)</i>

	(LCFF Priority 3A and 6C)		and on the master calendar. See Appendix Item 8 for additional statements from MWA Student Activity Coordinators and item 4 for examples of flyers that have been shared during spirit week.	
3.15	<p>Engagement Events</p> <p>Were all engagement events promoted through the following means (y/n): Campus signage: Parent Communication Tool: Other Promotional Materials: (LCFF Priority 3A and 6C)</p>	<p>New Metric</p> <p>Begin Tracking Next Year</p>	<p><i>Parentsquare continues to be utilized to support events and communications.</i></p> <p><i>Email communication is continuously used to support communication on school events.</i></p> <p><i>Signage is posted around the school to promote events, clubs, and school activities by both students and staff.</i></p> <p><i>Shifts have been made to better promote events ex. In the MS the location of ticket sales for dances have moved to a higher traffic area.</i></p>	<p>Campus signage: Yes</p> <p>Parent Communication Tool: Yes</p> <p>Other Promotional Materials: Yes (2026-27)</p>
3.16	<p>Student vs. Staff Demographics</p> <p>(LCFF Priority 6C)</p>	<p>African American Students: 7.7% Faculty/Staff: 18.3%</p> <p>American Indian Students: 0.3% Faculty/Staff: N/A</p> <p>Asian Students: 2.3% Faculty/Staff: 8.5%</p> <p>Filipino</p>	<p>African American Students: 6.6% Faculty/Staff: 22%</p> <p>American Indian Students: 0.2% Faculty/Staff: 0.7%</p> <p>Asian Students: 5.6% Faculty/Staff: 9.5%</p> <p>Filipino</p>	<p>Continue to improve staff recruitment efforts to diversify our staff demographics; staff demographics will closely mirror the demographics of the students we seek to serve.</p>

		<p>Students: 0.8% Faculty/Staff: Not Reported</p> <p>Hispanic Students: 85.9% Faculty/Staff: 39.6%</p> <p>Two or More Races Students: 0.6% Faculty/Staff: 3%</p> <p>White Students: 1.3% Faculty/Staff: 23.2%</p> <p>Unidentified/Opt-Out Students: N/A Faculty/Staff: 6.1%</p> <p>(2023-24)</p>	<p>Students: 1% Faculty/Staff: Not Reported</p> <p>Hispanic Students: 87.7% Faculty/Staff: 42.6%</p> <p>Two or More Races Students: .19% Faculty/Staff: 1.5%</p> <p>White Students: 1.4% Faculty/Staff: 18.3%</p> <p>Unidentified/Opt-Out Students: N/A Faculty/Staff: 5.1%</p> <p>(2024-25)</p>	
3.17	<p>Staff Satisfaction Survey</p> <p>Overall, how do you feel as an employee of MWA? (LCFF Priority 6C)</p>	<p>"I always feel good" 17%</p> <p>"I often feel good" 56%</p> <p>"I sometimes feel good" 23%</p> <p>"I seldom feel good" 4%</p> <p>(2022-23)</p>	<p><i>Bi-Annual survey, to be completed again at the end of 2024-25 SY</i></p>	<p>"I always feel good" 30%</p> <p>"I often feel good" 55%</p> <p>"I sometimes feel good" 13%</p> <p>"I seldom feel good" 2%</p> <p>(2024-25: Bi-Annual Survey)</p>

Appendix

1. PD Calendar

	A	B	C	D	E	F
1		Dates	Day of PD	PD Topic	Context	Location
2	January	1/19	Friday (Instructor PD)	ELPAC Training Part 2 (new testers) Other depts:	<i>Short Week, No school on 1/16/23 for MLI IAB training in content teams. (Or if using - AED Training</i>	<i>Middle School Commons</i>
3	February	2/2	Friday (Instructor PD)	School Data Review	<i>Review of School Data and Trends</i>	<i>Upper School Commons</i>
4		2/9	Friday (Instructor PD)	IAB #2 Data Review	<i>Second Interim Assessment PD</i>	<i>Middle School Commons</i>
5		2/23	Friday (Instructor PD)	WAAGS	<i>Week At a Glance Data Review</i>	<i>Upper School Commons</i>
6	March	3/1	Friday (Instructor PD)	Instructional Playbook:	<i>Revisit for Instructional Playbook (Tiered F</i>	<i>Middle School Commons</i>
7		3/15	FULL DAY PD	FULL DAY PD	<i>CAASPP Ramp Up (Logistics & REPs) LCAP Staff/Faculty Feedback Instructional Strategies Literacy & Numeracy Across Content DEIB</i>	<i>Middle School Commons</i>
8		3/16	Half-Day Saturday PD	Half-Day Saturday PD	<i>TBD</i>	<i>TBD</i>
9		3/22	Friday (Instructor PD)	Curriculum Review	<i>Review of Curriculum</i>	<i>Upper School Commons</i>
10	April	4/12	Friday (Instructor PD)	CAASPP Training: SBAC & CAST		<i>Middle School Commons</i>
11		4/19	Friday (Instructor PD)	Cultural Playbook #5+:	<i>Cultural Playbook #5+: Classroom Manag</i>	<i>Upper School Commons</i>
12		4/26	Friday (Instructor PD)	Instructional Playbook #3&4	<i>Instructional Playbook #3&4: Exit Ticket &</i>	<i>Middle School Commons</i>
13	May	5/3	Friday (Instructor PD)	Assessment of Instructional Playbo	<i>Faculty Review of Progress Towards Goal</i>	<i>Upper School Commons</i>
14		5/10	Friday (Instructor PD)	Interventions Plus	<i>Intervention PD</i>	<i>Middle School Commons</i>
15		5/17	Friday (Instructor PD)	Student Goal Setting w/ Data	<i>Goal Setting with Student & Their Data</i>	<i>Upper School Commons</i>
16		5/31	Friday (Instructor PD)	EOY Data Analysis (MAP/STAR etc	<i>Short week due to 5/29 Holiday</i>	<i>Middle School Commons</i>

G	H	I	J	K	L	M
		Teacher Name	Name of PD	Purpose of PD	Audience	PD Time
Teacher Lead PD	1/19	Beilei	Curriculum	CD	All Instructors	30
	2/2	Beilei	Data	Data system	All Instructors	30
	2/9	Beilei	Data	DS	All Instructors	30
	2/23					
	3/1					
	3/15					
	3/16					
	3/22					
	4/12					
	4/19	Beilei	Assessment	Assessment train	Some Instructors	30
	4/26					
	5/3					
	5/10	Beilei	5/10_Beilei_Data	data training	All Instructors	30
	5/17					
	5/31					

2. ELD Coordinator Plan in TJ's follow-up to CIRAC meeting

1. Written action plan following loss of ELD coordinator

To ensure the continued success of our ELL students following the mid-year departure of the ELD Coordinator, we have implemented a comprehensive plan with the following steps:

1. Instructional Support:

- Collaborated with English Language Arts (ELA) leads who also teach ELD in the Extended Learning Block (ELB) to provide targeted support for students working towards reclassification.
- Prioritized ELD enrollments to ensure students are placed with ELD-certified teachers who can provide appropriate instruction and guidance.

2. Curriculum Implementation:

- Fully integrated the HMH curriculum for ELD into the Extended Learning Block (ELB) classes to maintain consistent, high-quality instruction.

3. Parent Engagement:

- Monthly ELD parent meetings have been held by the assistant principals (APs) and the principal to maintain open communication and support for families.

4. Scheduling Adjustments:

- Adjusted student schedules to prioritize ELD students by placing them with certified ELD teachers during extended learning blocks.

5. Testing and Assessment:

- The AP team and central office staff have taken over the administration of ELD testing, ensuring continuity in assessments.
- A detailed plan for speech testing, modeled after last year's approach, has been developed to include additional support outside the current team.

6. Staffing Efforts:

- The ELD Coordinator position has been posted, and active recruitment efforts are underway to identify and hire a qualified replacement as soon as possible.

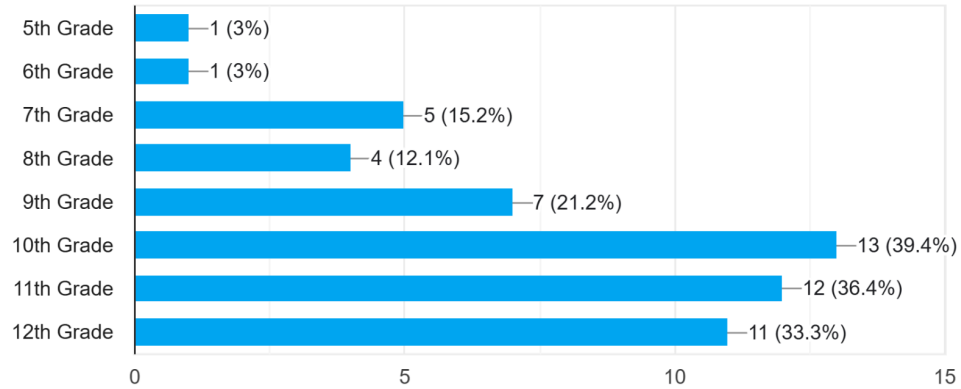
This action plan ensures that ELD students continue to receive the necessary resources and support to thrive academically, even during the leadership transition.

2. Data on how many students utilize teacher office hours

A survey was sent out to all teachers in both upper and middle schools. The results are below

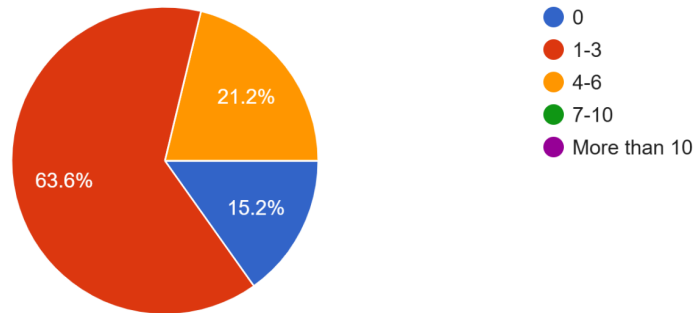
What grade levels do you primarily teach?

33 responses



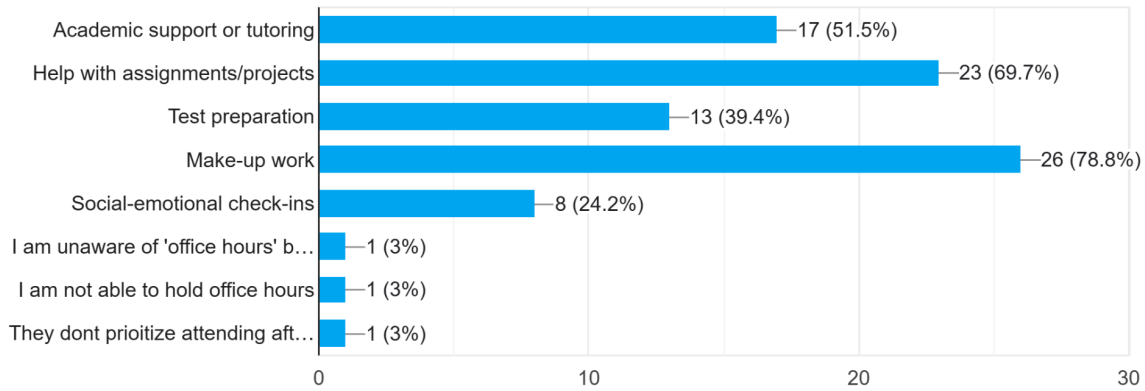
On average, how many students attend your office hours per session?

33 responses



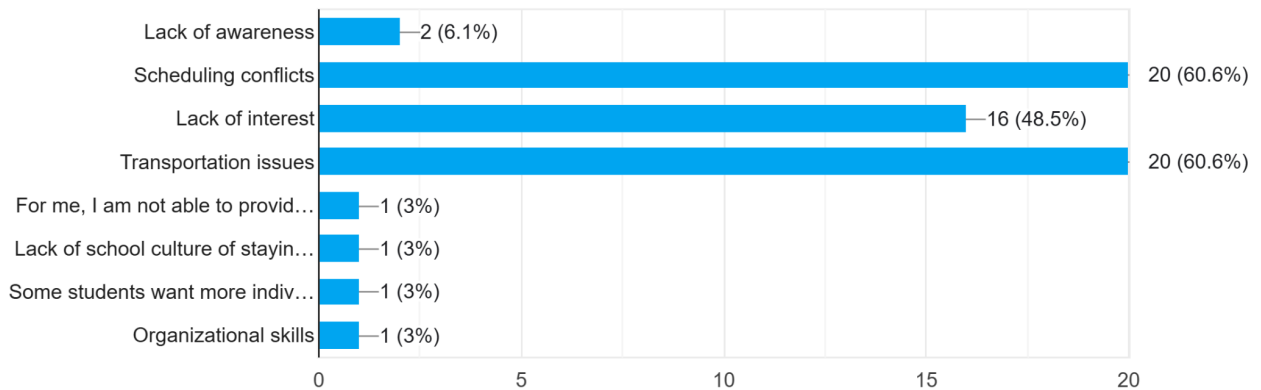
What are the primary reasons students attend your office hours? (Select all that apply)

33 responses



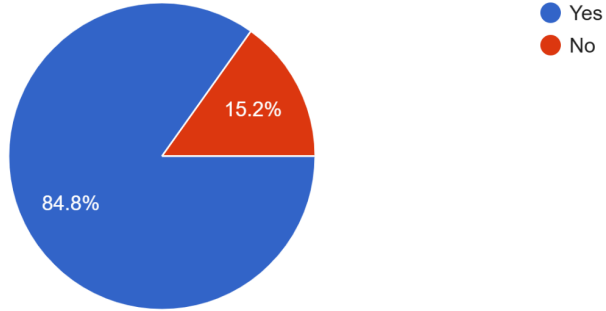
What do you think are the biggest barriers preventing students from attending office hours? (Select all that apply)

33 responses



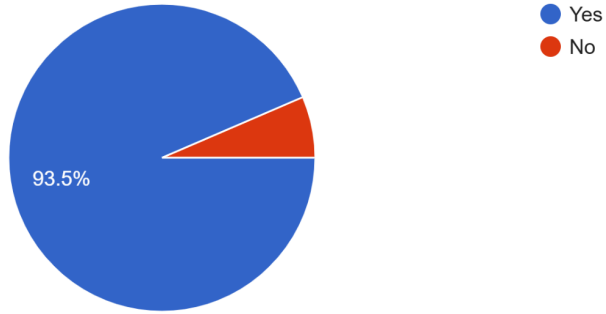
Do you think students need tutors?

33 responses



Do you think students could benefit from peer tutoring?

31 responses



3. CCC Scope and Sequence

MWA Value	Key Transition Objectives	Elementary Cluster: Grades 5-6	Junior High Cluster: Grades 7-9	Senior High Cluster: Grades 10-12	Graduating High School Seniors
		Wave-Makers develop a positive sense of self and possibilities for their future.	Wave-Makers have a clear and motivating post-secondary college and/or career vision to guide their actions.	Students are equipped to take intentional actions toward their college and/or career goals.	
Responsibility: INTERPERSONAL & EXECUTIVE FUNCTIONING // Respect: SOCIAL EMOTIONAL LEARNING	Self-awareness: strengths, habits, learning styles	Wave-Makers are exposed to language that emphasizes individual skills, strengths, and assets.	Wave-Makers understand professional behaviors e.g. respectful verbal and written communication, punctuality, dress, responsibility.	Wave-Makers connect and build relationships with 2-3 adults to support post secondary planning.	
	Communication: sending and responding to emails	Wave-Makers are exposed to practices that develop a growth mindset.	Wave-Makers explore their habits and strengths.	Wave-Makers develop comfort and confidence using "office hours" and "resource centers."	
	Growth Mindset		Wave-Makers map a support network.	Wave-Makers can effectively use a digital calendar to manage their time and deadlines.	
	Interdependence: leveraging resources and support, asking for help		Wave-Makers effectively ask for help.	Wave-Makers can effectively chunk large, long-term projects into manageable tasks.	
	Planning and Prioritization: time management, backwards planning projects and study plans		Wave-Makers regularly utilize a planner to keep track of daily, weekly, monthly tasks.		
	Scholarship: ACADEMICS	Growth Mindset, Planning, Responsibility:	Wave-Makers understand the relationship between academic achievement and	Wave-Makers know the relationship between high school coursework (incl.	Wave-Makers know the benefit of early college credit.

	understanding education planning and the connection between high school coursework and college and career aspirations	current and future success in school.	graduation requirements), attendance, grades, and extracurriculars to college and career plans.		
		Wave-Makers build awareness that learning, critical thinking, hard work, and persistence are key habits to success.	Wave-Makers understand the relationship between individual goals, skills, and motivation to academic achievement.	Wave-Makers know the negative impact of failed courses, credit recovery, and remediation on postsecondary goals.	
		Wave-Makers use study skills and test-taking strategies.	Wave-Makers explore learning styles.	Wave-Makers enroll in early college credit courses, as applicable.	
			Wave-Makers develop an educational plan for at least one career interest.		
Resilience: CAREER	Curiosity: learning about different careers and future life possibilities	Wave-Makers understand the concepts of job and career and the connection to and importance of education.	Wave-Makers know the various career pathways (traditional and nontraditional) and how they relate to post-secondary credentials and career choice.	Wave-Makers know the educational requirements, cost, expected entry/midpoint salary for jobs in their career cluster of interest.	
		Wave-Makers are exposed to information about and examples of a a wide range of careers from people who look like them.	Wave-Makers understand the effect of career choices on quality of life.	Wave-Makers know the skills needed to enter their career cluster of interest.	
	Purpose: reflecting on talents, vision for the future to articulate career aspirations and motivations	Wave-Makers explore their interests and life dreams.	Wave-Makers explore career interests and the educational and training pathways that lead to them.	Wave-Makers understand how changing economic and societal needs influence employment trends.	
			Wave-Makers envision their desired future life.	Wave-Makers participate in activities related to their career	

				cluster of interest e.g. visit a workplace, volunteer, job shadow, etc.	
			Wave-Makers articulate aspirations and identify sources of motivation.	Wave-Makers practice basic career readiness: develop a resume, mock interview.	
			Wave-Makers compare possible financial futures.		
				Wave-Makers obtain an internship related to career interest.	
Resilience: COLLEGE	Purpose: college motivation in connection to career aspirations College Fit: academics, finances, social emotional	Wave-Makers explore a college campus.	Wave-Makers know general cost ranges of various postsecondary options.	Wave-Makers utilize Estimated College Completion rates to develop a college list with safety, match, reach schools.	Wave-Makers submit FAFSA.
			Wave-Makers outline a plan for community service and extracurricular activities related to their aspiration.	Wave-Makers know general timing of: college exams, financial aid, college applications, MWEF program.	Wave-Makers submit college applications.
			Wave-Makers know the basics of college finances (need/merit scholarships, financial aid, loans) and the MWEF program.	Wave-Makers know estimated cost of college and affordability in relation to expected entry-level salary and debt.	Wave-Makers submit MWEF program application.
				Wave-Makers take the SAT/ACT.	Wave-Makers evaluate college options in relation to career interests, affordability, expected entry-level salary, and anticipated debt.

4. Spirit Day Flyer Examples



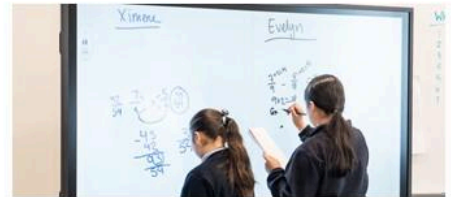
5. Making Waves Academy Improvement Journey



About Us



- Located in Richmond
- Serving Grades 5th-12th
- 1,084 students, 130 employees
- Authorized by CCCBOE since 2007





Areas of Eligibility

2022 Eligibility Criteria Met		2023 Eligibility Criteria Met	
Student Group	State or Local Indicator	Student Group	State or Local Indicator
African American	<ul style="list-style-type: none"> Chronic Absenteeism Suspension 	African American	
English Learners	<ul style="list-style-type: none"> Chronic Absenteeism Suspension 	English Learners	
Socioeconomically Disadvantaged	<ul style="list-style-type: none"> Chronic Absenteeism Suspension 	Socioeconomically Disadvantaged	
Students with Disabilities	<ul style="list-style-type: none"> Academics Chronic Absenteeism 	Students with Disabilities	<ul style="list-style-type: none"> Academics Suspensions

Problem of Practice

Students with disabilities were suspended at a higher rate when compared to General Education Students



Where are we headed?

By June 2025, we will reduce the suspension rate for students with disabilities as measured by local suspension data.





A Key PDSA Summary

School: Making Waves Academy	
Aim Statement: By June 2024, we will maintain the current suspension rate for students with disabilities as measured by local suspension data.	Cycle #: 1
What change idea is being tested? Check in with students twice a week (Monday and Friday) who have 5 or more discipline referrals.	
What is the overall goal of this test? To provide proactive intervention in order to maintain our current suspension rate for students with disabilities.	
Key Findings	
<ul style="list-style-type: none"> • Students did not have awareness of the rules • Not enough low-level intervention prior to the suspension (a lot of low-level infractions were not addressed) • Parents did not understand the “why” behind the suspensions or didn’t think they were effective 	

[Link to PDSA I](#)



Team Learning Nuggets (3-4)

Critical Questions	Considerations
<ol style="list-style-type: none"> 1. What are the patterns (which teachers, days, periods, subjects; what are the offenses?) 2. Are they repeated infractions; what are the racial demographics? 3. Do parents understand the why, behind the suspension? 	<ol style="list-style-type: none"> 1. Mandatory Re-orientations for all parents & guardians 2. Professional Development for staff centered around students with disabilities, 504's and accommodations 3. Increase support and Tier 1 training for faculty



Key Investigation Findings

1. **Students and parents had limited knowledge of suspendable offenses**
 - a. In most suspensions, the students and the parents didn't know that what the students did could get them suspend or the students had done it before and not been suspended (prior years)
2. **Lack of Early Intervention**
 - a. Most students who were suspended had a long list of minor infractions but no record of interventions prior to the suspension (restorative conferences/actions, parent meetings, parent shadows, etc.)
3. **Suspension didn't feel like a punishment**
 - a. The students said they mostly stayed home and relaxed and when they returned to school they just re-joined the school, there was no follow up to help them understand the suspension or the impact of their behavior

Change Towards Improvement



Do you see change that is leading to improvement?

Improved collaboration with General Educators and Special Educators

	Suspension Rate 22-23	Suspension Rate 23-24	Suspension Rate August-Oct 2024
All Students	12.5%	15%	4.5% Tracking the same as last year
SWD	16.7%	20.9%	3 students/ 3.9% Compared to 7 students 7.9% at this point last year



Project Progress Score	Operational Definition of Project Progress Score
0.5 <i>INTENT TO PARTICIPATE</i>	A general focus area has been identified but a specific project has not been selected nor the team formed.
1.0 <i>"CHARTER" and TEAM ESTABLISHED</i>	Team has been identified, but no work has been accomplished. The team has created a charter OR chosen a specific area to investigate.
1.5 <i>PLANNING HAS BEGUN</i>	Organization of the project structure has begun (i.e. meetings are scheduled, required resources and support are identified, tools/materials are gathered etc.)
2.0 <i>ACTIVITY BUT NO TESTS</i>	Initial learning has begun — investigation about the problem, collection of baseline data, development of initial theory of improvement, etc.
2.5 <i>TESTS BUT NO IMPROVEMENT</i>	Initial testing cycles have begun. Some measures have been established to track progress. Data displays have been created.
3.0 <i>MODEST IMPROVEMENT</i>	Completed tests of changes have produced meaningful learning relevant to the theory of improvement identified in the team's charter. Anecdotal evidence of improvement exists.
3.5 <i>IMPROVEMENT</i>	Testing continues and additional improvement in project measures towards goals is seen.
4.0 <i>SIGNIFICANT IMPROVEMENT</i>	Expected results are achieved for the identified population or subsystem. Support for implementation has begun (training, documentation of practices, establishment of standard work routines, etc).
4.5 <i>SUSTAINABLE IMPROVEMENT</i>	Data on key measures indicate sustainability of the improvement. (i.e. 9-12 data points over time at the new level of performance.)
5.0 <i>OUTSTANDING SUSTAINABLE RESULTS</i>	Project goals and expected results have been accomplished. Organizational changes have been made to accommodate new practices and make the changes permanent.



Questions?

6. Mentor/Mentee Program

Making Waves Mentor Program

Program Guidelines for Staff Mentors

1. **Eligibility for Mentors:**
 - Must be a staff member committed to student success.
 - Able to dedicate time to meet with students consistently (1-2 times per week).
 - Willing to build rapport and trust with at-risk students.
 - Ready to provide positive reinforcement, guidance, and accountability.
 2. **Mentor Responsibilities:**
 - Establish clear expectations with students.
 - Meet students regularly for at least 30 minutes per session.
 - Help students set achievable goals for behavior, academics, and personal growth.
 - Monitor student progress through grades, discipline logs, and behavior contracts.
 - Communicate with teachers and parents as needed to support student success.
 - Attend monthly check-ins with the program coordinator to discuss progress.
 3. **Confidentiality:**
 - Keep all conversations with students confidential unless it involves safety concerns.
 - Report any safety or welfare concerns immediately to administration.
 4. **Training:**
 - Attend an initial training session on mentoring strategies and the program's goals.
 - Participate in ongoing training as needed.
-

Student Selection Criteria for Mentorship Program

Objective:

To identify and support students with Individualized Education Programs (IEPs) who have been suspended during the school year, providing them with additional guidance and monitoring to improve their behavior and academic outcomes.

Selection Criteria for Students

1. IEP Status:
 - Students must have an active IEP.
2. Suspension Record:

- Students who have been suspended at least once during the current academic year will be prioritized for the mentorship program.
 - 3. Additional Behavioral or Academic Indicators (Optional):
 - Students displaying frequent behavioral challenges or ongoing academic struggles, as noted by teachers or support staff.
 - 4. Teacher/Staff Recommendations:
 - Input from teachers, counselors, and support staff may be considered to identify students who could benefit from additional mentoring, even if they haven't been suspended yet.
-

Mentorship Structure and Process

Mentorship Duration:

4 weeks of intensive support through regular check-ins.

Frequency of Check-Ins:

Mentors will meet with their assigned students at least once a week for 30 minutes. More frequent meetings may be arranged as needed.

Tracking and Monitoring:

- Tracker: A centralized tracker will be maintained to log each mentor-student check-in, detailing the date, topics discussed, progress, and any concerns.
- PowerSchool Logging: Check-ins will also be recorded in PowerSchool under the student's profile to ensure comprehensive monitoring and easy access to updates.

Documentation:

Mentors will complete the following during each check-in:

- Student's progress on goals.
- Behavioral improvements or setbacks.
- Academic updates, including any relevant assignments or grades.
- Next steps or additional interventions (if required).

Reporting:

Mentors will submit weekly summaries to the program coordinator to ensure all logs are up to date in both the tracker and PowerSchool.

Mentorship Goals for Students

- Behavioral Improvement:
Reduce suspensions and improve behavior both in class and around the school.
- Academic Growth:
Address academic challenges, especially in areas flagged within the IEP.
- Social-Emotional Development:
Build relationships with mentors, promoting self-advocacy, emotional regulation, and positive decision-making.

Mentor-Student Meeting Script

Opening the Conversation:

- *“Hi [Student Name], how are you feeling today? I’m really glad we have this time to meet. My role is to support you in reaching your goals, both in school and outside of school.”*

Discussing Goals:

- *“Let’s talk about some goals. What do you want to work on this month? It could be something to do with your classes, your behavior, or something personal you want to improve.”*

Problem-Solving and Guidance:

- *“I know that [mention a recent challenge] has been tough. Let’s think through some strategies together. What do you think could help?”*

Encouraging Self-Advocacy:

- *“Remember, it’s important to speak up for yourself when you need help. If you’re struggling with something, let’s practice how you can ask for support from your teachers or me.”*

Closing the Conversation:

- *“I’m proud of the progress you’re making, and I believe in your ability to keep improving. We’ll check in again soon—let’s keep working towards those goals!”*

Recommended Activities

1. **Goal-Setting Exercise:**
 - Have the student write down three personal or academic goals. Discuss strategies to achieve them and check in weekly.
2. **Behavior Reflection Journal:**
 - Encourage the student to keep a journal, reflecting on their daily behavior, choices, and improvements.
3. **Self-Advocacy Role Play:**
 - Practice scenarios where the student needs to ask for help or express their needs to a teacher or peer.
4. **Academic Check-Ins:**
 - Review the student’s grades, assignments, and upcoming tests. Help them develop a study plan or strategies for improvement.

5. **Interest Exploration:**

- Engage the student in discussions about hobbies, careers, or future aspirations to foster motivation and a sense of purpose.

6. **Positive Reinforcement Chart:**

- Create a simple chart where students can track positive behaviors and earn rewards (e.g., lunch with the mentor, extra school privileges).

Sample Email to Mentor from Dr. Jackson

Subject: You've Been Selected for the Mentorship Program!

Dear [Student Name],

I hope you're doing well! I'm reaching out to let you know that you have been selected to participate in our Mentorship Program. This program is designed to support you in reaching your academic, personal, and behavioral goals.

Over the next 4 weeks, you'll be working closely with a staff mentor who will meet with you regularly to talk about your progress, help you set goals, and offer guidance where needed. This is a great opportunity for you to get extra support and to work on the things that matter most to you.

Here's what you can expect:

- **Weekly Meetings:** You'll meet with your mentor at least once a week to discuss how things are going both in and out of class.
- **Goal Setting:** Together, you and your mentor will set personal and academic goals, and track your progress each week.
- **Check-Ins:** These meetings will be logged so that we can make sure you're getting the help you need.

I believe this program will be a valuable experience for you, and I'm excited to see the progress you'll make. If you have any questions or want to know more, feel free to reach out to me.

Looking forward to seeing you succeed!

Best regards,
Dr. Jackson

7. AP Score Breakdown

AP Score Summary by Course '23-24	Calculus AB	Computer Science Principles	English Language and Composition	English Literature and Composition	Environmental Science	Spanish Language and Culture	Statistics	US History	Total Exams	
Number of Exams	2	26	48	13	19	89	25	43	265	
Average Score	1.5	1.8	2.3	2.8	1.8	3.3	1.3	2.4	2.5	
Percent of Exams with Scores of 3 or Higher	0%	15%	42%	69%	21%	75%	8%	35%	46%	121 Exams of score 3+

8. Activity Coordinator's Reflections

Hugo Valdovinos

There were various events during semester 1 that engaged students! For example, we had a parent with musical experience come during Hispanic Heritage Month and share his knowledge about the various instruments available to students. Since this was open to everyone, it allowed students to play an instrument and showcase their abilities that they normally wouldn't be able to because of the absence of a music class for 5th & 6th, & 8th grade.

Another event that was already on the master calendar from last year was the Student vs. Staff Basketball game. This event is something we started for the first time last year and having it on the calendar this time around helped us plan for it better and promote it to more students and staff. We now need to engage parents as well but this is one of those events that will become part of MWA culture because it happens at the beginning of the year and engages the whole school.

Furthermore, one event that wasn't on the calendar from the previous year was a drawing competition for the middle school. This was a chance for students to showcase their drawing skills by drawing our mascot demonstrating one of our core values. This produced a large number of entries into the competition and great artwork. If this was on the calendar since the previous year I think it could have produced more involvement and a smoother process for participants as well as better guidelines for judges.

Overall, having activities that engage a wide range of students (quiet ones, athletes, artists, etc.) is crucial to building a vibrant campus culture.

Jamauri Thomas

ASB (Associated Student Body) went into this school year with the goal of creating a classic high school experience for their peers. Part of the plan was working with student-led clubs to advertise ALL their events and fundraisers using traditional flyers, placing promotional on the digital monitors, and sending out repeat Parentsquare messages. This year, ASB is also in charge of wave wide meetings that occur on most Thursdays, to create a space for clubs and sport teams to conduct announcements in front of their peers. This has increased student

participation in clubs and activities by forming a community in which Wave-makers are consistently adding to the school spirit. Many of the activities that have seen increased participation have been traditional events that are automatically added to the Making Waves master calendar. This has enabled student led clubs and sports teams to plan accordingly, which helps build anticipation, increased participation, and gives students ownership. All of this unifies the Making Waves community.



Guiding Questions

Please consider the following questions to inform feedback you provide:

1. **Long-Term Vision:** How do you see our current LCAP work aligning with our strategic plan?
2. **Start, Stop, Continue:** Do you have any thoughts on things we should start, stop, or continue?
3. **Student Outcomes:** Are there particular student groups that need more targeted support?



Budget Overview for Parents

Budget Item	Original 2024-25	1st Interim 2024-25	Difference
LCFF General Fund	\$14,976,555.00	\$14,539,445.00	\$437,110.00
LCFF Supplemental & Concentration Grants (Included in Total LCFF Funding)	\$3,133,215.00	\$3,014,015.00	\$119,200.00
Total LCFF Funds	\$14,976,555.00	\$14,539,445.00	\$437,110.00
All Other State Funds	\$4,019,895.00	\$4,032,617.00	-\$12,722.00
All Local Funds (Including Philanthropy and Donations)	\$9,571,975.00	\$9,214,425.00	\$357,550.00
All Federal Funds	\$866,924.00	\$866,848.00	\$76.00
Total Projected Revenue (All Public Funds)	\$29,435,349.00	\$28,653,335.00	\$782,014.00
Total Budgeted General Funds Expenditures	\$29,385,349.00	\$28,603,334.00	\$782,015.00



Glows

Goal 1: Support for All Learners

Math Score Increases: From 2022-23 to 2023-24, Math CAASPP scores improved, with 14% more students meeting or exceeding standards. Additionally, middle school and upper school math GPA rose.

Goal 2: College and Career Readiness

Scope and Sequence Development: CCC developed a scope and sequence to guide students in developing the academic, technical, and social-emotional skills necessary for success after high school.

Goal 3: Diversity, Equity, and Inclusion

Decreased Suspensions: Restorative practices, check-ins, and behavior contracts have helped reduce suspensions, especially for unduplicated student groups, fostering a positive school culture.



Grows

Goal 1: Support for All Learners

Addressing ELD PD Gaps: Filling the vacant EL Coordinator position is essential to resume targeted ELD professional development, ensuring robust support for English Learners and Long-Term English Learners.

Goal 2: College and Career Readiness

English Learner Graduation Rate: The graduation rate for English Learners in 2023-24 was 68%, compared to the overall graduation rate of 92%, highlighting a significant gap that needs to be addressed to ensure equitable outcomes for all students.

Goal 3: Diversity, Equity, and Inclusion

Enhance Data Analysis for Targeted Interventions: While the school has made progress in addressing suspensions, increasing the use of data to identify trends and root causes will allow for more targeted interventions, particularly for at-risk student groups.

Coversheet

School Accountability Report Card (SARC)

Section: IV. Action Items
Item: A. School Accountability Report Card (SARC)
Purpose: Vote
Submitted by: Carmen Velarde
Related Material: 2024_SARC_Making_Waves_Academy_20250113.pdf

BACKGROUND:

SARC for the 2023-24 school year.

RECOMMENDATION:

Board reviews and approves the SARC.

Making Waves Academy

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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/
Grade Span	5-12
County-District-School (CDS) Code	07100740114470

2024-25 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

2024-25 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.

2024-25 School Description and Mission Statement

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 19.1% African American, 44.6% Hispanic or Latino, 20% White (Not of Hispanic or Latino Descent), 14.4% Asian, 2.1% Native American, 0.6% Native Hawaiian and Other Pacific Islander, 43.8% 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 87% are Hispanic or Latino, 77% of students qualify for free and reduced lunch. English Language Learners make up 26% 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 – 3:00pm for 5th-8th grades and 8:30am -- 3:30pm for 9th-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 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, English, history, foreign language, and computer science. For four 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	111
Grade 6	156
Grade 7	155
Grade 8	161
Grade 9	152
Grade 10	137
Grade 11	154
Grade 12	77
Total Enrollment	1,103

Note: data as of Census Day (10/2/24)

2023-24 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	2.4
Black or African American	7.5
Filipino	1
Hispanic or Latino	86.5
Two or More Races	0.4
White	1.3
English Learners	26.1
Foster Youth	0.1
Homeless	0.2
Socioeconomically Disadvantaged	81.5
Students with Disabilities	8.1

Note: data as of Census Day (10/2/24)

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	34.10	50.83	183.00	55.40	231142.40	100.00
Intern Credential Holders Properly Assigned	4.40	6.67	15.40	4.69	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	16.50	24.58	85.90	26.03	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	9.80	14.63	26.00	7.88	11746.90	4.23
Unknown/Incomplete/NA	2.10	3.26	19.80	6.00	14303.80	5.15
Total Teaching Positions	67.20	100.00	330.30	100.00	277698	100

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	2022-23
Permits and Waivers	3.00	2.50	6.1
Misassignments	8.00	8.00	10.4
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	11.00	10.60	16.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	8.00	5.10	9.8
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	8.00	5.10	9.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15.10	10.5	14.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	23.50	6.2	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Adoption date for all materials: 3/25/2024

Year and month in which the data were collected August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	5th Reading Wonders (Houghton Mifflin) 2017 Expository Reading & Writing Course (CSU Expository Reading) 2024 Fish Tank - Student Workspace 2016/7 (5th Grade) Princeton Review AP English Literature & Composition Prep, 2022 Springboard Levels 6th Grade - 12th Grade (College Board) Thank You For Arguing (Penguin Random House) ELD: English 3D (Houghton Mifflin), Courses A, B, and C (Online workbooks and textbooks/ Print Issue Textbooks, 2023)	Yes	0.0
Mathematics	AP Statistics & Data Analysis (NGL/Cengage) 2017 Calculus – 4th Edition (Pearson) 2014 Carnegie Learning Math HS Personal Finance (Next Gen Personal Finance), 2019 Intro. to Statistics & Data Analysis (Brooks Cole), 5th Edition 2015 Math Expressions (McGraw Hill) 2017 Math Medic (Math Medic), 2024 Open Up Math	Yes	0.0
Science	Body Structure Functions (NGL / Cengage) 2017 Chemistry: A Molecular Approach (Pearson) 6th Edition 2023 Code.org, 2024 CMU CS Code Academy, 2024 DHO Health Science (NGL / Cengage) 2017 Environmental Science for the AP Course (W. H. Freeman) 4th Edition 2023	Yes	0.0

	HMH Dimensions Biology (Grade 10) HMH Dimensions Chemisty (Grade 11) HMH Dimensions Conceptual Physics (Grade 9) HMH Dimensions Earth & Space (Grade 9) Horizons; Exploring the Universe (Cengage) 14th Edition Impact Science Curriculum (OpenSciEd) 2023 Medical Terminology for Health-(Cengage) Open Science Education - Impact Science (5th-8th) Simmers DHO for Healthcare Professions (Simmers DHO) 8th Edition		
History-Social Science	American History (Houghton Mifflin Harcourt) 2018 CA Modern World History (Houghton Mifflin Harcourt) 2011 CA The Americans 2013 Econ Alive! (TCI) 2015 Government Alive! Power, Politics and You (TCI) 2015 Harrison, American Democracy Now, 2017 History Alive! The Ancient World (TCI) History Alive! The Medieval World (TCI) History Alive! US Through Industrial Modern World History (?Houghton Mifflin Harcourt) 2012 Race and Ethnic Studies (Oak Meadow) 2022 Social Studies Alive! America's Past (TCI) 2nd Edition The American Democracy 2015 The American Pageant (Cengage) The Americans (Houghton Mifflin Harcourt) 2012 US History Complete (Students of History) 2024	Yes	0.0
Foreign Language	AP® Spanish Language (Apex) 3rd Edition Descubre 2022 Level 1 (Vista Learning) Descubre 2022 Level 2 (Vista Learning) Descubre 2022 Level 3 (Vista Learning) Encuentros (Vista Higher Learning) 2022 Senderos (Vista Higher Learning) 2023 Temas 3e (Vista Learning)	Yes	0.0
Health	Positive Prevention Plus 2021		0.0

Note: Cells with N/A values do not require data.

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

7/24/2024

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			

School Facility Conditions and Planned Improvements

Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	45	50	44	49	46	47
Mathematics (grades 3-8 and 11)	21	26	25	26	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	722	711	98.48	1.52	49.51
Female	375	370	98.67	1.33	54.05
Male	347	341	98.27	1.73	44.57
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	83.33
Black or African American	46	43	93.48	6.52	39.53
Filipino	--	--	--	--	--
Hispanic or Latino	629	623	99.05	0.95	49.12
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	12	10	83.33	16.67	--
English Learners	173	172	99.42	0.58	15.12
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	603	595	98.67	1.33	47.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	46	95.83	4.17	19.57

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	722	711	98.48	1.52	25.60
Female	375	370	98.67	1.33	24.59
Male	347	341	98.27	1.73	26.69
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	50.00
Black or African American	46	43	93.48	6.52	25.58
Filipino	--	--	--	--	--
Hispanic or Latino	629	623	99.05	0.95	24.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	10	83.33	16.67	--
English Learners	173	172	99.42	0.58	5.81
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	603	595	98.67	1.33	26.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	46	95.83	4.17	4.35

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	20.90	28.31	0.00	11.76	30.29	30.73

2023-24 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	497	492	98.99	1.01	28.46
Female	260	259	99.62	0.38	25.87
Male	237	233	98.31	1.69	31.33
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	64.29
Black or African American	33	32	96.97	3.03	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	439	435	99.09	0.91	27.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	104	103	99.04	0.96	2.91
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	403	399	99.01	0.99	27.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	35	100.00	0.00	5.71

2023-24 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.

2023-24 Career Technical Education Programs

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.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	74
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	66.02
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	100

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 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 requires only participation results 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	100	100	100	100	99
Grade 7	99	100	100	100	100
Grade 9	97	97	97	97	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.

2024-25 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. 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, 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, 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	6.2	5.3	3.2	3.6	5.3	8.4	7.8	8.2	86.4
Graduation Rate	86.6	90.5	86.0	91.2	91.6	89.2	87	86.2	8.9

Note: data as of last day of school

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	93	80	86.0
Female	51	46	90.2
Male	42	34	81.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	83	70	84.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	24	16	66.7
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	88	75	85.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1114	1102	202	18.3
Female	567	565	102	18.1
Male	547	537	100	18.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	27	27	1	3.7
Black or African American	84	83	27	32.5
Filipino	11	11	0	0.0
Hispanic or Latino	965	954	166	17.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	14	14	4	28.6
English Learners	302	296	58	19.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	911	903	164	18.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	95	93	20	21.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	<p>State Priority: School Climate</p> <p>The SARC provides the following information relevant to the State priority: School Climate (Priority 6):</p> <ul style="list-style-type: none"> • Pupil suspension rates; • Pupil expulsion rates; and • Other local measures on the sense of safety
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Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
9.81	12.47	0	4.04	5.32	0	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.09	0.43	0.27	0.02	0.08	0.06	0.07	0.08	0.07

Note: data as of last day of school

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	15.26	0.27
Female	8.47	0.00
Male	22.30	0.55
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	14.81	0.00
Black or African American	34.52	2.38
Filipino	9.09	0.00
Hispanic or Latino	13.68	0.10
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	21.43	0.00
English Learners	17.55	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	15.26	0.22
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	17.89	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: data as of last day of school

2024-25 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:

- 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.

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	
6	27	3	53	

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	
6	26		60	
Other	15	2		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	2	34	
6	25	2	50	

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

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	
Mathematics	18	34	20	
Science	20	20	18	
Social Science	21	13	22	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	16	39	15	
Mathematics	14	46	14	
Science	17	26	12	
Social Science	18	22	15	

2023-24 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

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$26,026	\$14,026	\$12,000	\$68,219
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$10,771	
Percent Difference - School Site and State	N/A	N/A	10.8	

Fiscal Year 2023-24 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. State Aid - General Apportionment

Fiscal Year 2023-24 Types of Services Funded

- 15. Elementary and Secondary School Relief III (ESSER III)
- 16. Special Education - Mental Health (Lvl 3) (Federal)
- 17. Expanded Learning Opportunities Program (State)
- 18. Teacher Residency Expansion Grant (State)
- 19. Other revenue (Federal)
- 20. Other revenue (State)
- 21. Kitchen Infrastructure & Training funds (State)
- 22. Mandate Block Grant (State)

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	30.5
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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	2
English	3
Fine and Performing Arts	0
Foreign Language	5
Mathematics	3
Science	1
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	16

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

Coversheet

Academic Calendar 2025-2026

Section: IV. Action Items
Item: B. Academic Calendar 2025-2026
Purpose: Vote
Submitted by: Elizabeth Martinez
Related Material: MWA 2025_26 Academic Calendar _01212025_Board Review.pdf

BACKGROUND:

Review of the amended 2025-2026 Academic Calendar outlines the important dates for staff, families and students including school days, holidays, breaks, early dismissal days, progress reports, and more. The original calendar was approved in June 2024 to be included in our charter petition. We have since then reviewed the original and made minor modifications.

Key Changes

- Added an additional instructional day, bringing the total to 183.
- Moved Teacher Work Days throughout the school year to align them with important deliverables (grades, finals, etc).
- First day back for teachers moved from July 28th to July 30th.











RECOMMENDATION:

We recommend the board reviews and approves the amended calendar.

MWA 2025/26 Academic Calendar

July 2025	August 2025	September 2025	October 2025																																																																																																																																																																																						
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Total Instr. Days 183

	Holidays = 15		
	Recess = 18		
	Teacher PD (no school for students) = 7	Total Instructional Days	183
	Teacher Work Day (no school for students) = 6	Total Teacher Work Days	13
	* Early Dismissal (1:00pm) = 6	Total Teacher Workdays	196
	First & Last Day of School (all students)		
	First & Last Day for Teachers		
	Progress Reports	Semester 1	86
	Contingency School Days (to be used for unexpected school closures) 4	Semester 2	97
	Sustainability Fridays for Staff = 5		

Federal holidays 2025/26

Jul 4, 2025	Independence Day	Nov 27-28, 2025	Thanksgiving	Jan 1, 2026	New Year's Day	May 27, 2026	Memorial Day
Sep 1, 2025	Labor Day	Dec 24, 2025	Christmas Eve	Jan 15, 2026	Martin L. King Day	Jun 19, 2026	Juneteenth
Oct 13, 2025	Indigenous People's Day	Dec 25, 2025	Christmas Day	Feb 17, 2026	Presidents' Day		
Nov 11, 2025	Veterans Day	Dec 31, 2025	New Year's Eve	Mar 30, 2026	Cesar Chavez Day Observed		

Board Approved: TBD

Coversheet

Lemon Battery Agreement

Section: IV. Action Items
Item: C. Lemon Battery Agreement
Purpose: Vote
Submitted by: Alton B. Nelson Jr.
Related Material: Making Waves Academy_Lemon Battery - Jan-June SOW.pdf

BACKGROUND:

Making Waves Academy, in partnership with the Making Waves Education Foundation, have named their case for change and doubled down on accelerating economic mobility for students. This spring, MWA will begin to refine the programmatic strategy that will drive that vision. This includes more precisely defining the portrait of a graduate and launching the first round of Pilots.

Lemon Battery is a consulting group that facilitates strategic planning processes for organizations in education, design, business, and the arts.

RECOMMENDATION:

We recommend the board approves the Lemon Battery agreement.

Making Waves | Jan-June 2025

CONTEXT + AIMS

Making Waves Academy's Leadership team has listened to alumni, explored other models, and begun to define some of the key opportunity areas to innovate. This spring, they will be bringing a broader group of stakeholders into the mix, specifically to define the portrait of a graduate (a clearer articulation of the skills and experiences students will leave MWA with that link to long-term economic mobility). This articulation will not only orient the broader staff, but also serve as a starting point to define areas to innovate (ie which of these aims does our programmatic model not systematically support right now?).

Between January and June, Lemon Battery will support this work by:

- Build the scope and sequence for the series of activities/inputs that the team will engage in.
- Design and facilitate 3 gatherings with the Portrait of a Graduate working group
- Help the team plan for other opportunities for stakeholders to weigh in (educators, family, board, students, etc)
- Support the synthesis of the thinking into a draft portrait of a graduate they can act on.
- Begin deciding how to roll out this in practice next year and what areas of their model they may want to experiment with/pilot new ideas.

COST FOR #1: \$30,000

(travel costs + supplies, if needed, will be reimbursed separately).

This Services Agreement (this "Agreement") is made and entered into as of December 20 2025 by and between Making Waves Academy (the "Client") and Rob Strain Consulting d/b/a Lemon Battery, a California limited liability company (the "Lemon Battery") (collectively, the "Parties").

1. **SCOPE OF WORK:** Contractor will be responsible for completing the scope of work attached as Exhibit A above.
2. **PAYMENT FOR SERVICES:** In exchange for the Services, Client will pay Lemon Battery the following:
 - A total project fee of \$30,000, paid in four installments.
 - Travel and supplies expenses will be reimbursed in each invoice.
3. **TERM OF AGREEMENT:** The Services shall be provided on or before June 15, 2025
4. **TERMINATION:** Either party may terminate this Agreement for convenience with 30-days' written notice.
5. **WORK PRODUCT OWNERSHIP:** For the good and reasonable consideration of this Agreement, Lemon Battery shall grant Client a non-exclusive, perpetual, irrevocable, worldwide, royalty-free license to use or modify any Works which Lemon Battery creates during their engagement with Client under this Agreement or any Scopes of Work. Lemon Battery explicitly does not license the Works for any distribution by Client. For purposes of this Agreement, Works includes, but is not limited to, plans, strategies, techniques, documents, know-how, graphics, drawings, inventions, vendor lists, customer lists, ideas, and materials. Both Parties shall retain any intellectual property rights that predate this Agreement.
6. **LIMITATION OF LIABILITY:** Neither Party shall be liable to the other for any indirect, consequential, special, or punitive damages or lost profits. All aggregate liability for any claims arising out of this Agreement shall not exceed the total amount paid to Lemon Battery under this Agreement and any corresponding Scopes of work.
7. **CONFIDENTIALITY:** During the Term, each Party shall maintain all Confidential Information strictly confidential. Confidential Information shall include information about business affairs, products, services, intellectual property, trade secrets, third party confidential information and other sensitive information whether or not marked as "confidential." Confidential Information shall not include information that (i) is or becomes generally available to and known by the public other than as a result of, directly or indirectly, any breach of this; (ii) is or becomes available to the on a non-confidential basis from a third-party source, provided that such third party is not and was not prohibited from disclosing such Confidential Information; (iii) was known by or in the possession of the Receiving Party or its Representatives before being disclosed by or on behalf of the Disclosing Party; (iv) was or is independently developed by the Receiving Party without reference to or use, in whole or in part, of any of the Disclosing Party's Confidential Information; or (v) is required to be disclosed under applicable federal, state or local law, regulation, or a valid order issued by a court or governmental agency of competent jurisdiction.
8. **GOVERNING LAW:** This Agreement is governed by the laws of the State of California, except with regard to that State's laws regarding choice of law.
9. **NON-EXCLUSIVE:** This Agreement is non-exclusive, meaning the Contractor has the right to perform services for other clients during the term of this Agreement.

10. **AMENDMENT:** This Agreement may be modified or amended in writing, if the writing is signed by both parties to this agreement.
11. **ASSIGNMENT:** Neither Party may assign any rights or obligations under this Agreement without the prior written consent of the other Party.
12. **NOTICE:** Any notice or communication required or permitted under this Agreement shall be sufficiently given if delivered in person or by certified mail, return receipt requested, to the address set forth in the opening paragraph or to such other address as one party may have furnished to the other in writing.
13. **SEVERABILITY:** If any provision of this Agreement is as unenforceable or must be modified, according to a court of competent jurisdiction, the remaining provisions shall remain binding on the Parties.
14. **GOOD FAITH:** The Parties agree that they shall cooperate and work together in good faith in their performance of this Agreement.

Lemon Battery

By: _____
Rob Strain

Date: _____

Making Waves Academy

By: _____
Alton Nelson

Date: _____

Coversheet

Vendor Invoices for November and December 2024

Section: V. Consent Action Items
Item: A. Vendor Invoices for November and December 2024
Purpose: Vote
Submitted by: Hung Mai
Related Material: Bill Payment List - Nov-Dec 2024.pdf

BACKGROUND:

Bill payments for November and December 2024.

RECOMMENDATION:

Board reviews and approves bill payments for November and December 2024.

Making Waves Academy				
Bill Payment List				
November to December 2024				
Date	Num	Vendor	Amount	Descriptions
12/16/2024	20246	AAA Business Supplies & Interiors	\$ 1,261.69	Supplies
11/18/2024	20180	AAA Business Supplies & Interiors	\$ 1,261.69	Supplies
11/4/2024	20127	Active Internet Technologies, LLC	\$ 19,798.00	IT Contracted Services
11/4/2024	20128	Advanced Reproductive Care, Inc	\$ 1,250.00	Contracted Services
11/18/2024	20181	Alert Services, Inc	\$ 352.74	Sport Medical Supplies
12/2/2024	20212	All Cal Golf and Industrial Vehicle/ East Bay Golf	\$ 4,374.21	Repairs and Maintenance - Building
12/16/2024	20247	Ameriflex LLC	\$ 261.45	FSA Administrative Fee
11/18/2024	20182	Ameriflex LLC	\$ 261.45	FSA Administrative Fee
12/9/2024	20226	Anchor Counseling & Education Solutions	\$ 28,594.58	SPED Service
11/12/2024	20149	Anchor Counseling & Education Solutions	\$ 36,408.75	SPED Service
12/20/2024	20275	AT&T CALNET	\$ 916.46	Utility
11/18/2024	20183	AT&T CALNET	\$ 872.10	Utility
12/20/2024	20276	Bay Area Charters	\$ 11,562.50	Transportation for Field Trip and Sport
12/16/2024	20248	Bay Area Charters	\$ 1,586.25	Transportation for Field Trip and Sport
12/9/2024	20227	Bay Area Charters	\$ 1,215.00	Transportation for Field Trip and Sport
11/18/2024	20184	Bay Area Charters	\$ 2,902.50	Transportation for Field Trip and Sport
11/12/2024	20150	Bay Area Charters	\$ 14,364.75	Transportation for Field Trip and Sport
11/4/2024	20129	Bay Area Charters	\$ 5,440.00	Transportation for Field Trip and Sport
12/16/2024	20249	Bay Area Conference	\$ 600.00	Conference Fees
12/20/2024	20277	Bay Area International Translation Services LLC	\$ 1,425.00	Translation Services
12/16/2024	20250	Bay Area International Translation Services LLC	\$ 905.00	Translation Services
12/2/2024	20213	Bay Area International Translation Services LLC	\$ 50.00	Translation Services
11/18/2024	20185	Bay Area International Translation Services LLC	\$ 3,445.00	Translation Services
11/12/2024	20151	Bigbreak, LLC	\$ 74,218.23	Student Food
12/9/2024	20228	BSM Facility Services Group	\$ 3,900.00	Repairs and Maintenance - Building
11/18/2024	20186	BSNSports	\$ 538.80	Sport Supplies
11/12/2024	20152	BSNSports	\$ 179.61	Sport Supplies
12/9/2024	20229	California Choice Benefit Administrators	\$ 150,666.02	Health Insurance
11/4/2024	20130	California Choice Benefit Administrators	\$ 129,246.96	Health Insurance

Making Waves Academy				
Bill Payment List				
November to December 2024				
Date	Num	Vendor	Amount	Descriptions
12/16/2024	20251	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
12/10/2024	Voided - 20155	California Commission on Teacher Credentialing	\$ (100.00)	Contracted Services
11/12/2024	20158	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
11/12/2024	20157	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
11/12/2024	20156	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
11/12/2024	20155	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
11/12/2024	20154	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
11/12/2024	20153	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
12/2/2024	20214	Charter Safe	\$ 14,487.00	Liability and Worker Comp Insurance
11/4/2024	20131	Charter Safe	\$ 14,437.00	Liability and Worker Comp Insurance
12/4/2024		Chase	\$ 49,075.22	Credit Card Payment
12/20/2024	20278	Cintas	\$ 1,097.79	Custodial Supplies
12/16/2024	20252	Cintas	\$ 5,838.38	Custodial Supplies
11/22/2024	20202	Cintas	\$ 2,440.26	Custodial Supplies
11/12/2024	20159	Cintas	\$ 3,186.95	Custodial Supplies
12/20/2024		CircleUp Education	\$ 595.00	Professional Development
11/12/2024		CircleUp Education	\$ 595.00	Professional Development
12/16/2024	20253	City of Richmond	\$ 2,300.00	Additional Sport Facilities Use Fees
12/20/2024	20279	CliftonLarsonAllen LLP	\$ 1,050.00	Legal Fees
11/18/2024	20187	CliftonLarsonAllen LLP	\$ 12,774.30	Legal Fees
11/18/2024	20188	Coda Technology Group	\$ 2,819.28	Contracted Services
12/16/2024	20254	Colonial Life	\$ 311.10	Health Insurance
11/18/2024	20189	Colonial Life	\$ 311.10	Health Insurance
11/22/2024		Comcast	\$ 3,321.83	Internet Provider
12/20/2024	20280	Concord Locksmith	\$ 1,416.48	Contracted Services
12/9/2024	20230	Concur Technologies, Inc.	\$ 423.60	IT Contracted Services
11/12/2024	20160	Concur Technologies, Inc.	\$ 423.60	IT Contracted Services
12/16/2024	20255	Contra Costa Co Office of Ed	\$ 36,025.00	Teacher Induction
12/16/2024	20256	Cornerstone Educational Solutions	\$ 22,949.79	Contracted Services

Making Waves Academy				
Bill Payment List				
November to December 2024				
Date	Num	Vendor	Amount	Descriptions
11/4/2024	20132	Cornerstone Educational Solutions	\$ 8,545.59	Contracted Services
12/9/2024	20231	Corodata	\$ 70.01	Storage Fee
11/12/2024	20161	Corodata	\$ 72.18	Storage Fee
12/2/2024		Courtsmith Basketball Industries	\$ 1,146.60	Supplies
12/20/2024	20281	Cross Country Education	\$ 1,630.95	SPED Service
12/2/2024	20215	Cross Country Education	\$ 3,046.03	SPED Service
11/18/2024	20190	Cross Country Education	\$ 2,340.31	SPED Service
11/4/2024	20133	Cross Country Education	\$ 2,848.59	SPED Service
12/16/2024	20257	Cruz-Reiber, Jeannette	\$ 1,600.00	Contracted Services
12/9/2024	20232	Curriculum Associates, LLC	\$ 6,600.00	Supplies
12/20/2024	20282	Department of Justice	\$ 85.00	Staff Recruitment
11/22/2024	20203	Department of Justice	\$ 321.00	Staff Recruitment
11/12/2024	20162	Design Print Banner LLC	\$ 1,185.83	Supplies
12/9/2024	20233	Dialink Corporation	\$ 2,232.24	IT Contracted Services
11/12/2024	20163	Dialink Corporation	\$ 2,232.24	IT Contracted Services
12/20/2024	20283	Edmentum	\$ 7,432.32	IT Contracted Services
12/9/2024	20234	EdTec Inc	\$ 1,401.75	School Attendance Service
11/12/2024	20164	EdTec Inc	\$ 1,401.75	School Attendance Service
12/20/2024	20284	eDynamic LP	\$ 1,500.00	Textbooks and Core Curricula Materials
12/9/2024		Full Moon Consulting LLC	\$ 3,675.00	Contracted Services
11/12/2024		Full Moon Consulting LLC	\$ 4,975.00	Contracted Services
11/22/2024	20204	G & C Refrigeration Inc	\$ 450.00	Repairs and Maintenance - Building
12/20/2024	20285	Global Office Inc	\$ 6,643.03	Copier Lease
12/2/2024	20216	Global Office Inc	\$ 660.77	Copier Lease
11/22/2024	20205	Global Office Inc	\$ 922.68	Copier Lease
12/20/2024	20286	Hanna Interpreting Services LLC	\$ 9,809.79	Contracted Services
11/22/2024	20206	Hanna Interpreting Services LLC	\$ 9,767.91	Contracted Services
12/9/2024	20235	Instruction Partners	\$ 16,107.40	Contracted Services
11/12/2024	20165	Instruction Partners	\$ 16,107.40	Contracted Services

Making Waves Academy				
Bill Payment List				
November to December 2024				
Date	Num	Vendor	Amount	Descriptions
12/2/2024		Iron Mountain	\$ 533.84	Contracted Services
12/16/2024	20258	Jostens	\$ 3,485.06	Graduation Supplies
12/9/2024	20236	Justifacts Credential Verification, Inc	\$ 663.16	Background Check
11/12/2024	20166	Justifacts Credential Verification, Inc	\$ 558.16	Background Check
12/20/2024	20287	Kiwanis Youth Programs	\$ 17.00	Contracted Services
12/16/2024	20259	Kronos	\$ 5,013.79	Payroll system
11/18/2024	20191	Kronos	\$ 4,978.89	Payroll system
11/4/2024	20134	Law Offices of Sheila C. Bayne	\$ 13,500.00	Legal Fees
12/20/2024	20288	Law Offices of Young, Minney & Corr, LLP	\$ 2,122.75	Legal Fees
11/18/2024	20192	Law Offices of Young, Minney & Corr, LLP	\$ 3,501.00	Legal Fees
11/12/2024	20167	Law Offices of Young, Minney & Corr, LLP	\$ 3,935.00	Legal Fees
12/9/2024		Layered Education	\$ 19,600.00	Contracted Services
11/18/2024		Layered Education	\$ 12,500.00	Contracted Services
12/2/2024	20217	LBM, Business Services Inc.	\$ 1,636.36	E-Rate
11/4/2024	20135	LBM, Business Services Inc.	\$ 1,636.36	E-Rate
12/16/2024	20260	Linde Group	\$ 23,288.75	IT Support
12/9/2024	20237	Linde Group	\$ 4,499.00	IT Support
11/12/2024	20168	Linde Group	\$ 24,831.35	IT Support
12/16/2024		Making Waves Education Foundation	\$ 161,073.00	School Lease
11/12/2024		Making Waves Education Foundation	\$ 161,073.00	School Lease
12/2/2024	20218	Marcia Brenner Associates	\$ 750.00	IT Contracted Services
12/9/2024	20238	Marin Benefits Administrators	\$ 350.00	Contracted Services
11/4/2024	20136	Marin Benefits Administrators	\$ 350.00	Contracted Services
12/16/2024	20261	Mid-County Officials Network	\$ 10,438.00	Sport Game Fees
11/12/2024	20169	Minuteman Press	\$ 167.98	Office Supplies
12/16/2024		Monsalve, Manuela	\$ 570.00	Contracted Services
12/20/2024	20289	Nelson Connects	\$ 5,431.71	Staff Recruitment
12/16/2024	20262	Nelson Connects	\$ 4,992.58	Staff Recruitment
12/9/2024	20239	Nelson Connects	\$ 2,145.86	Staff Recruitment

Making Waves Academy				
Bill Payment List				
November to December 2024				
Date	Num	Vendor	Amount	Descriptions
12/2/2024	20219	Nelson Connects	\$ 4,228.24	Staff Recruitment
11/22/2024	20207	Nelson Connects	\$ 3,058.15	Staff Recruitment
11/18/2024	20193	Nelson Connects	\$ 6,773.34	Staff Recruitment
11/12/2024	20170	Nelson Connects	\$ 4,073.04	Staff Recruitment
11/4/2024	20137	Nelson Connects	\$ 4,394.22	Staff Recruitment
11/12/2024		Northwest 84th Consulting, LLC	\$ 15,367.20	Contracted Services
12/9/2024		NP Finance Solutions, LLC	\$ 7,525.00	Contracted Services
11/4/2024		NP Finance Solutions, LLC	\$ 7,525.00	Contracted Services
12/20/2024	20290	Office Depot	\$ 1,125.10	Office Supplies
12/9/2024	20240	Office Depot	\$ 9,914.28	Office Supplies
11/18/2024	20194	Office Depot	\$ 3,232.13	Office Supplies
11/4/2024	20138	Office Depot	\$ 1,447.05	Office Supplies
12/9/2024	20241	Orkin Pest Control	\$ 871.97	Building Repairs/Maintenance
11/12/2024	20171	Orkin Pest Control	\$ 871.97	Building Repairs/Maintenance
12/20/2024		Pacheco's Cleaning Service	\$ 53,500.00	Janitorial Services
11/22/2024		Pacheco's Cleaning Service	\$ 53,500.00	Janitorial Services
11/4/2024		Pacheco's Cleaning Service	\$ 53,500.00	Janitorial Services
12/2/2024		PG & E - 0911653377-0	\$ 3,260.99	Utility
11/4/2024		PG & E - 0911653377-0	\$ 2,845.41	Utility
12/2/2024		PG & E - 1229161920-8	\$ 11,793.74	Utility
11/4/2024		PG & E - 1229161920-8	\$ 10,568.16	Utility
12/2/2024		PG & E - 2052957541-5	\$ 3,932.90	Utility
11/4/2024		PG & E - 2052957541-5	\$ 12,796.02	Utility
12/2/2024		PG & E - 2538827590-8	\$ 13,833.93	Utility
11/4/2024		PG & E - 2538827590-8	\$ 9,249.06	Utility
12/2/2024		PG & E - 5344744823-3	\$ 2,016.51	Utility
11/4/2024		PG & E - 5344744823-3	\$ 2,109.96	Utility
12/2/2024		PG & E - 6293019192-9	\$ 9,792.52	Utility
11/4/2024		PG & E - 6293019192-9	\$ 10,598.32	Utility

Making Waves Academy				
Bill Payment List				
November to December 2024				
Date	Num	Vendor	Amount	Descriptions
12/16/2024	20263	PlanSource Benefits Administration, Inc.	\$ 610.56	Contracted Services
11/18/2024	20195	PlanSource Benefits Administration, Inc.	\$ 4,379.32	Contracted Services
12/2/2024	20220	PLIC - SBD GRAND ISLAND	\$ 17,542.43	Health Insurance
11/4/2024	20139	PLIC - SBD GRAND ISLAND	\$ 18,545.35	Health Insurance
12/2/2024		Quadient Leasing USA, Inc	\$ 1,197.16	Copier Lease
12/9/2024	20242	Quest Media & Supplies, Inc	\$ 7,245.35	IT Supplies
12/16/2024	20264	ReadyRefresh by Nestle	\$ 988.88	Drinking Water Supplies
11/18/2024	20196	ReadyRefresh by Nestle	\$ 111.21	Drinking Water Supplies
12/16/2024		Republic Services #851	\$ 5,865.42	Waste Management
11/22/2024		Republic Services #851	\$ 6,421.62	Waste Management
11/12/2024	20172	Reyes, Lesvia	\$ 50.87	Reimbursement
12/16/2024		Rids Brother Company Inc	\$ 5,699.00	SPED Transportation Service
11/12/2024		Rids Brother Company Inc	\$ 9,012.50	SPED Transportation Service
12/2/2024		Sage Intacct, Inc.	\$ 30.50	Accounting Software
11/5/2024		Sage Intacct, Inc.	\$ 104.00	Accounting Software
11/4/2024	Voided - 20140	Sage Intacct, Inc.	\$ (104.00)	Accounting Software
11/4/2024	20140	Sage Intacct, Inc.	\$ 104.00	Accounting Software
12/20/2024	20291	Salesforce, Inc.	\$ 4,200.00	IT Contracted Services
12/20/2024	20292	Scoot Education Inc	\$ 11,720.00	Substitutes Fee
12/16/2024	20265	Scoot Education Inc	\$ 13,137.00	Substitutes Fee
12/2/2024	20221	Scoot Education Inc	\$ 15,042.00	Substitutes Fee
11/22/2024	20208	Scoot Education Inc	\$ 12,756.00	Substitutes Fee
11/18/2024	20197	Scoot Education Inc	\$ 16,526.00	Substitutes Fee
11/12/2024	20173	Scoot Education Inc	\$ 15,934.00	Substitutes Fee
11/4/2024	20141	Scoot Education Inc	\$ 17,348.00	Substitutes Fee
12/16/2024	20266	Seneca Family of Agencies	\$ 30,492.00	SPED Service
11/18/2024	20198	Seneca Family of Agencies	\$ 12,876.00	SPED Service
11/12/2024	20174	Seneca Family of Agencies	\$ 22,500.00	SPED Service
12/16/2024		Stericycle, Inc.	\$ 79.15	Contracted Services

Making Waves Academy				
Bill Payment List				
November to December 2024				
Date	Num	Vendor	Amount	Descriptions
11/22/2024		Stericycle, Inc.	\$ 79.15	Contracted Services
11/12/2024	20175	Sterling	\$ 9.25	Background Check
11/12/2024	20176	STS Education	\$ 13,674.00	IT Supplies
12/9/2024	20243	Surefire Cyber Inc	\$ 5,500.00	IT Contracted Services
12/20/2024	20293	Swing Education, Inc	\$ 18,600.00	Substitutes Fee
12/16/2024	20267	Swing Education, Inc	\$ 23,562.50	Substitutes Fee
12/9/2024	20244	Swing Education, Inc	\$ 3,587.50	Substitutes Fee
12/2/2024	20222	Swing Education, Inc	\$ 22,837.50	Substitutes Fee
11/22/2024	20209	Swing Education, Inc	\$ 13,412.50	Substitutes Fee
11/18/2024	20199	Swing Education, Inc	\$ 20,662.50	Substitutes Fee
11/12/2024	20177	Swing Education, Inc	\$ 18,487.50	Substitutes Fee
11/4/2024	20142	Swing Education, Inc	\$ 20,300.00	Substitutes Fee
12/16/2024		Talkspace Provider Network, PA	\$ 5,000.00	Psychologist
11/18/2024		Talkspace Provider Network, PA	\$ 5,000.00	Psychologist
12/16/2024	20270	Teach For America	\$ 10,000.00	Staff Recruitment
12/20/2024	20294	The HR Manager LLC	\$ 1,032.50	Contracted Services
11/12/2024	20178	The HR Manager LLC	\$ 368.75	Contracted Services
12/20/2024	20295	The Speech Pathology Group	\$ 4,660.75	SPED Service
11/22/2024	20210	The Speech Pathology Group	\$ 4,466.00	SPED Service
12/16/2024	20269	T-Mobile	\$ 2,340.66	Telephone
12/16/2024	20268	T-Mobile	\$ 1,587.99	Telephone
11/4/2024	20143	T-Mobile	\$ 3,918.14	Telephone
12/20/2024	20296	Triton Sensors LLC	\$ 9,715.00	Supplies
12/2/2024	20223	UC Regents	\$ 2,300.00	School supplies
12/20/2024		vChief	\$ 1,950.00	Contracted Services
12/2/2024		vChief	\$ 2,500.00	Contracted Services
11/12/2024		vChief	\$ 4,800.00	Contracted Services
12/2/2024	20224	Vision Service Plan	\$ 1,405.29	Health Insurance
11/4/2024	20144	Vision Service Plan	\$ 1,498.31	Health Insurance

Making Waves Academy				
Bill Payment List				
November to December 2024				
Date	Num	Vendor	Amount	Descriptions
12/9/2024	20245	Wells Fargo Vendor Financial Services, LLC	\$ 5,799.19	Copier Lease
11/12/2024	20179	Wells Fargo Vendor Financial Services, LLC	\$ 5,799.19	Copier Lease
11/4/2024	20145	Wilson, Isaiah	\$ 455.77	Reimbursement
		November to December 2024	\$ 2,072,219.86	
		November to December 2023	\$ 1,833,537.52	

Coversheet

Approve Minutes: October Board Meeting

Section: V. Consent Action Items
Item: B. Approve Minutes: October Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for December Board Meeting on December 16, 2024

DRAFT



Making Waves Academy

Minutes

December Board Meeting

Date and Time

Monday December 16, 2024 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=SVFZNGITbVVHb1NlFYUd2WWNTaW8wQT09)

[pwd=SVFZNGITbVVHb1NlFYUd2WWNTaW8wQT09](https://mwacademy.zoom.us/j/87855022048?pwd=SVFZNGITbVVHb1NlFYUd2WWNTaW8wQT09)

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>

Other remote location:

- 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://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:b0d63deb-2b65-4e64-9482-9d332a156108>
- HAGA CLIC AQUÍ para acceder el reporte escolar/[CLICK HERE](#) to access the school board report in Spanish: <https://bit.ly/4eLd72o>

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:

Bryann Fitzpatrick at bfitzpatrick@mwacademy.org or (510) 994-6486.

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 bfitzpatrick@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 bfitzpatrick@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:

Bryann Fitzpatrick at bfitzpatrick@mwacademy.org or (510) 994-6486.

Please note that all agenda times are estimates.

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

Directors Present

Alicia Malet Klein, Amy Obinyan (remote), Enrique Romero, Esther Hugo, Janis Glover, Margaret Watson

Directors Absent

Jessica Laughlin

Guests Present

Bryann Fitzpatrick, Edeson Beredo (remote)

I. Opening Items

A. Call the Meeting to Order

Alicia Malet Klein called a meeting of the board of directors of Making Waves Academy to order on Monday Dec 16, 2024 at 11:07 AM.

B. Record Attendance

C. Remarks by Board President

Board president highlighted that a topic up for discussion in today's meeting would be related to establishing a student board member.

The focus of the meeting is on critical learner groups and the end of the fall semester .

The LCAP goals highlighted in this meeting are:

Goal 1- Support for All Learners

Goal 3- Diversity, Equity, and Inclusion

D. Public Comment

One participant raised their hand via Zoom during public comment to ensure she was in the right meeting, but had not intended to make a public comment. No other public comments were made.

II. Standing Reports

A. Mission Connection: Critical Learners

The board watched a video highlighting MWA's critical learners, with a focus on students with disabilities.

B. ASB Update

ASB Members provided an update on their successes, including items related to the CCC's career fair and the ASB meeting with Dr. Jackson. As a challenge, they noted building more school spirit and that there have been periodic shortages in school lunches.

Board members and leaders recommended setting a regular check-in meeting with the principal, praised ASB for bringing up curriculum in this meeting, and highlighted the food team's attempts to better calibrate ordering given substantial waste concerns from last year. The board also encouraged the ASB to not merely attempt to create a "traditional" high school experience but to think about what makes MWA special and celebrate that as well.

C. Deep Dive: Management of SPED

MWA Principal Dr. Tameka Jackson, and COO Elizabeth Martinez shared updates on the management SPED this year. This included MWA's approach as an inclusion-based school, the fact that our SPED population has doubled in real terms and also increased as a percentage of the overall population. The differences in responsibilities between the school and the central office were reviewed. Overall, student testing data shows a slight improvement for our SWD.

It was noted that having a Director of Special Education on-site is needed and we are searching for one since our director left earlier this year. The position is being filled by an interim contractor.

D. Q&A on Written School Report

Board members had questions and comments about the written report related to parent/family communications, specialized work with Black students, recent Math Movie Nights, and CCC's plan for engagement with college and career readiness with younger grades. The board asked for analysis of students failing classes by grade / subject.

Acknowledgements were made for board member Romero's engagement with the CCC's career week.

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

Board members had questions and comments about the CEO's report related to wanting individual stories of Wave-Makers of the month, coaching systems, concurrent enrollment, and the school's plan for implementing MTSS more broadly.

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

Board members had questions and comments about the COO's report related to Differentiated Assistance, the pillars for the upcoming compensation study, possible competency bands for roles/comp, and recent school evacuations due to a power outage and a tsunami warning.

G. Q&A on Written Finance Report

Board members had questions and comments about the finance report related to formally introducing MWA's fractional CFO James McLean, and a request for an narrative overview at quarterly meetings.

H. Break

III. Non-Action Items

A. Board Work and Advisory Committee Updates

Board members gave feedback on the plan for adding a student board member next year related to the member's responsibilities, recruitment and selection process, and providing onboarding.

B. MWEF Scholarship Update

Board members had questions and comments about the MWEF scholarship changes related to the benefits of "first dollar" awards, impacts on current college students, the application and selection processes, and providing information to students on taxation on scholarship funds, student response rates, and the focus on impact.

IV. Action Items

A. Board Member Term Renewals and Appointments

Margaret Watson made a motion to renew the 3-year terms of the following Board Directors, with a term expiring on December 31, 2027. Alicia Malet Klein and Esther Hugo.

Enrique Romero seconded the motion.

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

Roll Call

Janis Glover Aye
Jessica Laughlin Absent
Alicia Malet Klein Abstain
Margaret Watson Aye
Amy Obinyan Aye
Enrique Romero Aye
Esther Hugo Abstain

B. Reappointing Board President

Esther Hugo made a motion to Reappointed Alicia Malet Klein as MWA board president.

Margaret Watson seconded the motion.

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

Roll Call

Enrique Romero Aye
Amy Obinyan Aye
Esther Hugo Aye
Margaret Watson Aye
Janis Glover Aye
Alicia Malet Klein Abstain
Jessica Laughlin Absent

C. AMIM Discretionary Block Grant Expenditure Plan

Janis Glover made a motion to approve AMIM Discretionary Block Grant Expenditure Plan,.

Enrique Romero seconded the motion.

MWA board had questions and comments on the difference between item C (AMIM Discretionary Block Grant Expenditure Plan) and item D (Proposition 28 Arts and Music Plan).

Discussed that this will be a plan that impacts MWA for the next two years.

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

D. Proposition 28 Arts and Music Plan

Esther Hugo made a motion to Approve expenditure plan for Arts, Music, and Instructional Materials (AMIM) Discretionary Block Grant in compliance with AB 181 & 185.

Margaret Watson seconded the motion.

The board asked questions and comments related to the usage of funds and the estimated financial impact.

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

E. 2023-24 Audit Report

Margaret Watson made a motion to ratify the approval of the 2023-24 audit report that was unanimously approved via email as of 12/9/24.

Enrique Romero seconded the motion.

MWA CFO gave recognition to the finance team on their work on the audit.

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

F. Edgility Agreement

Alicia Malet Klein made a motion to accept the proposal from Edgility to conduct a comprehensive review of MWA's Total Compensation which extends beyond salary and benefits.

Esther Hugo seconded the motion.

MWA board had questions and comments on clarifications on the differences between the contract and the deck provided. The most recent information is found in the contract.

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

G. Teach for America (TFA) Memorandum of Understanding

Esther Hugo made a motion to approve the MOU between Making Waves Academy and TFA.

Janis Glover seconded the motion.

MWA board had questions and comments on the number of current TFA teachers and the process for hiring TFA teachers.

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

H. A-G Grant (Plan Revision)

Margaret Watson made a motion to approve revisions to the A-G Grant plan that was previously approved.

Janis Glover seconded the motion.

MWA board had questions and comments on the A-G plan's usage of he funds and who will be in charge of implementing the plan.

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

V. Consent Action Items

A.

FY205 First Interim Budget

Janis Glover made a motion to approve First Interim Budget.

Enrique Romero seconded the motion.

MWA board had questions and comments on how many students were lost in their senior year.

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

B. Vendor Invoices for October 2024

Janis Glover made a motion to approve bill payments for October 2024.

Enrique Romero seconded the motion.

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

C. Approve Minutes: October Board Meeting

Janis Glover made a motion to approve the minutes from October Board Meeting on 10-21-24.

Enrique Romero seconded the motion.

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

D. Approve Minutes: Finance Advisory Meeting

Janis Glover made a motion to approve the minutes from Finance Advisory Committee Meeting on 11-13-24.

Enrique Romero seconded the motion.

Noted that this should read "Accept minutes" rather than "Approve minutes."

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

E. Approve Minutes: Audit Advisory Committee

Janis Glover made a motion to approve the minutes from Audit Advisory Committee on 11-25-24.

Enrique Romero seconded the motion.

Noted that this should read "Accept minutes" rather than "Approve minutes."

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

F. Approve Minutes: WASC/CIRAC Committee Meeting

Janis Glover made a motion to approve the minutes from WASC/Curriculum Instruction Review Advisory Committee on 12-02-24.

Enrique Romero seconded the motion.

Noted that this should read "Accept minutes" rather than "Approve minutes."

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

VI. Discussion Items

A.

Appreciations by the Board of Directors

Board members acknowledged the leadership of the newly re-elected board president, Alicia Malet Klein, the hard work being done by school leaders, faculty, and staff, and the smooth handling of the sudden evacuations.

B. Schedule of Remaining Board of Directors Meetings for 2024-25

- January 27, 2025 @ 11:00 am
- March 10, 2025 @ 4:00 pm
- May 5, 2025 @ 4:00 pm
- Graduation: June 12, 2025 @ 6pm
- June 16, 2025 @ 11:00 am

VII. Closing Items

A. Adjourn Meeting

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

Respectfully Submitted,
Alicia Malet Klein

Documents used during the meeting

- ASB Board Report - December 2024.pdf
- December 2024_School Board Report_2024-25.pdf
- MWA CEO Report to the MWA Board_DEC 2024_ABN.docx (1).pdf
- December 2024_COO Board Report.pdf
- 01 MWA October Financials-11.13.24 - v2.pdf
- MWA Student Board Member Planning.pdf
- 2024 12 16_MWA Board Materials.pdf
- Arts, Music, and Instructional Materials Block Grant Expenditure Plan-12.12.2024.pdf
- Prop 28 Arts and Music Expenditure Plan-12.12.2024.pdf
- MWA 6.30.24 Governance Communication DRAFT as of 11.6.24 (2).pdf
- MWA 6.30.24 Audited FS DRAFT as of 11.6.24 (1).pdf
- 2023-24 Audit Report Vote via Email.pdf
- MWA Board Meeting Edgility_TEC_SchoolCompensationProposal_2024.pdf
- Edgility Consulting - Making Waves Academy Compensation Study Contract 2024 (1).pdf
- CMO PSA_MWA 10.18.24_not signed.pdf

- A-G Completion Improvement Grant Program Plan for MWA 2025-2026.docx.pdf
- 1st Interim Budget Slides from Finance Advisory Committee Meeting - November 2024.pdf
- 2024-25 1st Interim Budget-School.pdf
- 2024-25 1st Interim Budget-Central Office.pdf
- Bill Payment List - October 2024.pdf

Coversheet

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

Section: VIII. Day-of Presentation Slides (MWA Board: Do Not Read in Advance)
Item: A. Slides Presented at Board Meeting (Staff please do not link presentations here)
Purpose: FYI
Submitted by:
Related Material: January 2025_Board Slides.pdf



MWA Board Meeting

Date: 12/16/2024



Learn. Graduate. Give Back.



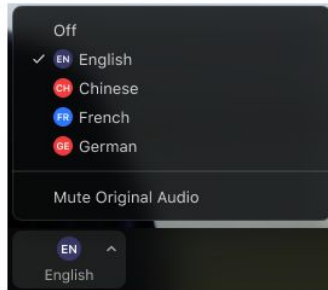
Activating Interpretation / Activar Interpretación

Computer

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



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



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

Cell Phone

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



2. Tap **Language Interpretation**.

3. Tap the language you would like to hear.



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



5. Click **Done**.



Public Comment

Use the raise hand function when your name is called.

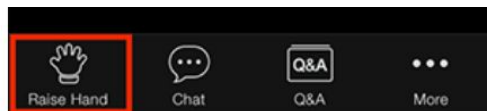
Computer

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



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

Cell Phone



Call Meeting to Order



Remarks by Board President





Remarks

- **Beginning of Spring Semester**
- **Focus Areas:**
 - Strategic Plan
 - Math Progress
 - Student Mental Health
- **WASC/LCAP Goal:**
 - Goal 1: Support for All Learners
 - Goal 2: College and CAreer Readiness
 - Goal 3: Diversity, Equity, and Inclusion

Public Comment



Mission Connection: Community





ASB Update: Dipika Thajali & Alejandra Ortega





ASB Board Report - January 2025

ASB Members: Dipika Thajali, Alejandra Ortega

Powered by BoardOnTrack



Learn. Graduate. Give Back.

Agenda

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



Successes



Successes



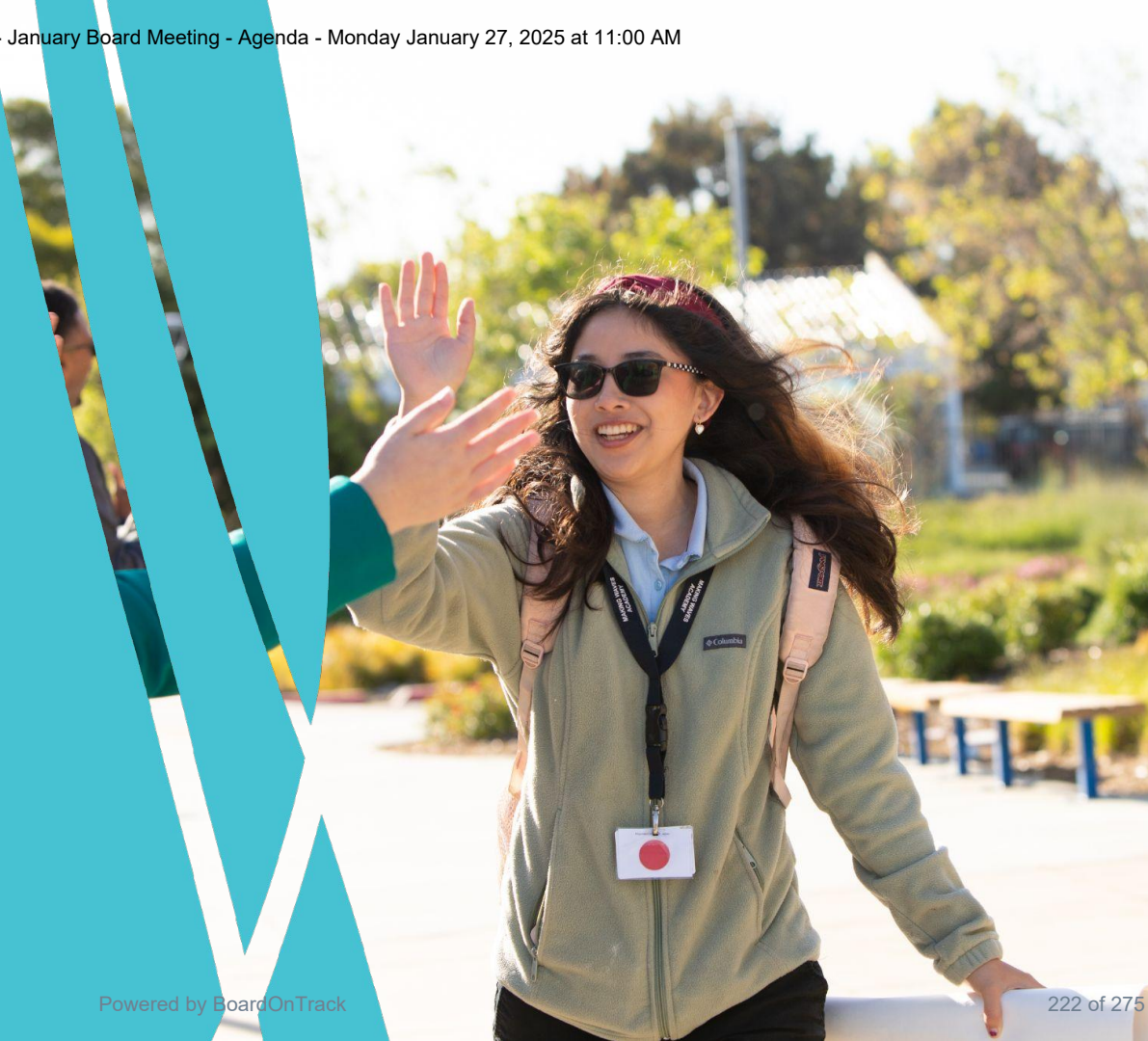
- **Soccer Boys Celebration**

- Student vs. Teacher Soccer Game
- Coach and captain speeches, revealed the culture of the team

- **Preparation for Upcoming School events**

- Spring dance - Flyers done, selling begins this week
- Spring dance - Night in Bloom

Challenges



Challenges



- **Soccer athletes are experiencing issues with visitors at the home field (MLK) making inappropriate comments**
 - Prioritizing athlete protection and safety is essential
- **APEX Courses**
 - APEX is not helping students learn effectively
 - Students don't feel supported in the process
 - Students find it harder to learn from a computer program
 - With the allotted time given to complete assignments is unreasonable
- **Teachers and administrators need consistent trauma-informed training**
 - Lack of this training is having a negative impact on students' mental health

Priorities



Priorities

- **Upcoming Events**

- Spring Club Fair
- Spring Dance - Decorations, selling tickets, music, chaperons, etc.
- Spirit Week - Approve themes, flyers
- Pep Rally

Questions & Conversation



Learn. Graduate. Give Back.

Deep Dive: Strategic Planning Pre-Work



From Educational Attainment to Economic Mobility

Today's landscape and an inflection point for Making Waves

Introduction

- **Discovery process:** Understand landscape + align on north star
- **North Star:** educational attainment → economic mobility
- **Goals for today:**
 - Start to build a collective understanding of the landscape.
 - Gather input on our north star.



The Research

Big takeaways from the landscape.



“The biggest structural barrier to increasing college completion and career success is the seemingly intractable disconnect between high school, higher education, and our workforce systems.”

- Jobs for the Future, The Big Blur

Middle School & High School

Postsecondary

Career

Headlines from the Research

1

The best predictors of economic mobility are **educational attainment and work experience**

2

The best bet for economic mobility - a **bachelor's degree**. But it is not enough on it's own, and there are other pathways.

3

K-12, higher ed, and workforce systems aren't building strong pathways to the degrees/credentials needed to access high-wage careers.

4

As a result, **young people** fall off the path to economic mobility, and **regional economies** lack the talent needed to thrive.

Important Points

Middle School &
High School

Postsecondary

Career

- **Career undermatching:** Half of employed college grads are in roles that don't require their degree, and half of young people in their early 20's are in "strong early jobs" meaning a) they have a path to a family sustaining wage and b) are likely to exist in the future.
- **Financial instability:** Only 36% of recent college graduates feel financially stable, and more than 4 in 10 earn below the living wage despite high educational attainment.

Important Points

Middle School &
High School

Postsecondary

Career

- **Bachelor's degree is the best bet:** Research shows that this is still the best lever to achieve economic mobility, but a) it's not enough and b) it's not a path that's working for many students.
- **Alternative pathways also exist:** Professional certificate holders earn on par with BA grads and take on less debt, challenging the traditional "college-for-all" approach.

Important Points

Middle School & High School

Postsecondary

Career

- **Significant career prep gap:** Adolescents are developmentally ready for adult learning experiences and career prep, but schools don't provide the opportunities.
- **Beyond traditional schooling:** Learning must expand beyond the classroom for relevancy, student motivation, and skill-building, e.g., real-world experiences, community projects, partnerships with employers.
- **New skills focus:** Employers are hiring for “durable skills,” but schools aren't preparing students for the modern workplace, e.g., curiosity and creativity, collaboration, complex problem-solving, persuasive communication.

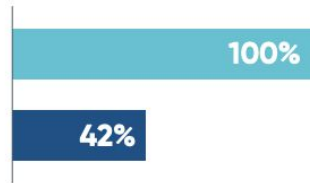
Making Waves

Where we're situated in the landscape.

Making Waves' impact on educational attainment is powerful

Middle School & High School

A-G completion rate

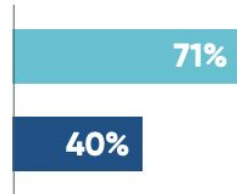


Making Waves
California

Source: California Department of Education

Postsecondary

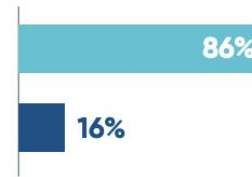
Four-year college graduation rate



Making Waves
National Peers

Source: Pell Institute

Class of 2024 college grads with \$0 debt



Making Waves
National Peers

Source: Pell Institute

Career

And yet, our current model still leaves far too many young people in our community behind.

Middle School & High School

Postsecondary

Career

- **Bachelor's Degree:**
Roughly one-third of our 4-year college starters don't persist.
- **Associate's Degree:**
80% of our community college students don't persist.
- **Career Undermatching:**
Less than half of our college grads secure strong early jobs.

It's time for us to evolve again.

Making Waves has been further along the path than most schools and nonprofits, and we know that this is no longer sufficient.

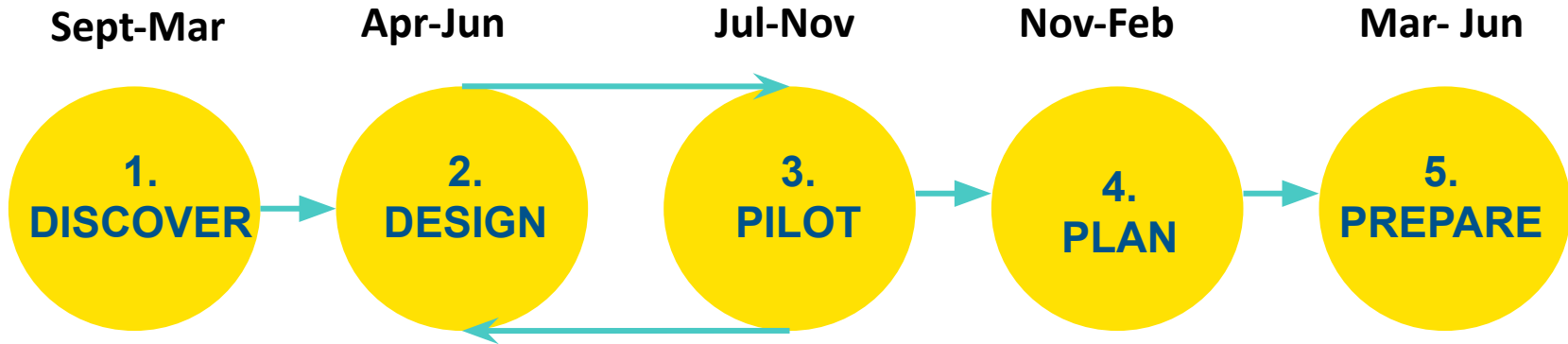
Given the landscape:

- **In order to continue to effectively prepare Wave-Makers, Making Waves must evolve our vision to go beyond bachelor degree attainment, where we've historically focused.**
- **We must pursue innovations that prepare every young adult in our community to be on a path to economic mobility. This needs to be our North Star.**

Two years to imagine, test, and define our next chapter

Year 1: Learn

Year 2: Plan



What we're exploring

- **North Star:** Shift from educational attainment to economic mobility, which would expand our ultimate outcomes, e.g.,: earn a degree or credential; secure a high-demand, high-wage career; build social capital; build habits for long-term wealth.
- **College and Career for All:** Support all students to graduate from MWA both college and career ready.
- **Intermediary:** Making Waves Education Foundation would build MWA's capacity to integrate work-based learning, employer internships and projects, etc. In addition, the Foundation could serve as an “intermediary” in Contra Costa County - connecting high schools, higher ed, and employers to create direct pathways for low-income students from education into high-demand, high-wage jobs.

Discussion

- What is making you feel urgent about today's landscape?
- Is our North Star of “economic mobility” on the right track?

School Report



CEO Report

COO Report

Finance Report



Break



4
0



Learn. Graduate. Give Back.

Board Work and Advisory Committee Updates



Curriculum and WASC Updates

PRESENTED BY ALICIA KLEIN AND
DR. ESTHER HUGO

DECEMBER 2024 MEETING

PRESENTATION:

JANUARY 27, 2025

New Meeting Format Supports Interaction



Objectives

Pre-Meeting questions

Updates Centered on Questions

More Interaction, Less Reporting
Out

Presentation Overview

- Curriculum
Changes
and

WASC-LCAP
Goals



Curriculum Advisory and Review

**Most important factor in College
Selection**

Impact of Substitutes

**Curriculum Supports and
Interventions**

-- Focus on Mathematics

WASC Accreditation Goals – All 3!

WASC Goal Review

Math Instruction
Progress

LCAP Process
Progress

What are the subjects and grades for each vacancy?

Middle School

- 5th Grade Math/Science
- 6th Grade Math/Science
- 7th Grade ELA
- 7th Grade Music
- 8th Grade ELA
- 8th Grade Health & Wellness

Upper School

- 9th Grade Earth & Space Science
- 9/10th Grade World History
- 9/10th Grade Spanish
- 12th Grade ELA



Substitute Teachers: Improving Curriculum Delivery

Successes	Challenges
<ul style="list-style-type: none">● Full PLC implementation for ELA/Math and early PD for diverse student needs.● Strengthened cross-functional collaboration in College and Career Readiness.● Early interventions, consistent support, and proactive engagement from student teams.● Positive student recognition through programs like Wave-Makers of the Month.	<ul style="list-style-type: none">● Reduced coaching staff and leadership transitions.● Teacher vacancies and the loss of key positions (e.g., ELD Coordinator).● Persistent student behavior issues (e.g., racialized language, vaping, and marijuana use).● Substitute teacher shortages impacting classroom expectations and school culture.

Subs - Successes and Challenges Review

Student
Engagement
and Parental
Involvement
– 8 State
Priorities and
WASC Goals

Advisory – Goal-setting, feedback sharing, and progress updates

Student Surveys – focused on support from College and Career Center

CEO meetings and regular discussions with ASB

Principal Meetings – ongoing conversations with ASB

Deep Dive into Math Improvement

$$f'(x) = \lim_{h \rightarrow 0} \frac{f(x+h) - f(x)}{h}$$

$$f(x) = \lim_{h \rightarrow 0} \frac{(x+h)^2 - x^2}{h}$$

$$= \lim_{h \rightarrow 0} \frac{x^2 + 2xh + h^2 - x^2}{h}$$

$$= \lim_{h \rightarrow 0} \frac{2xh + h^2}{h}$$

$$= \lim_{h \rightarrow 0} \frac{h}{h(x+h-x)}$$
$$= \lim_{h \rightarrow 0} \frac{1}{x+h-x}$$
$$= \frac{1}{2x}$$

$$= \frac{1}{2x}$$

$$f(x) = \lim_{\Delta x \rightarrow 0} \frac{f(x+\Delta x) - f(x)}{\Delta x}$$
$$f(a) = \lim_{h \rightarrow 0} \frac{f(a+h) - f(a)}{h}$$

Math Updates, Progress and Challenges

Focused Coaching Cycles and
Classroom Walkthroughs led by Ms.
Lokhandwala and Ms. Muhammad

Full-time Teachers using Selected
curriculum

- Open Up – Middle School
 - Carnegie Learning – Upper School
- Teachers provide Office Hours and
Homework support to all grade levels



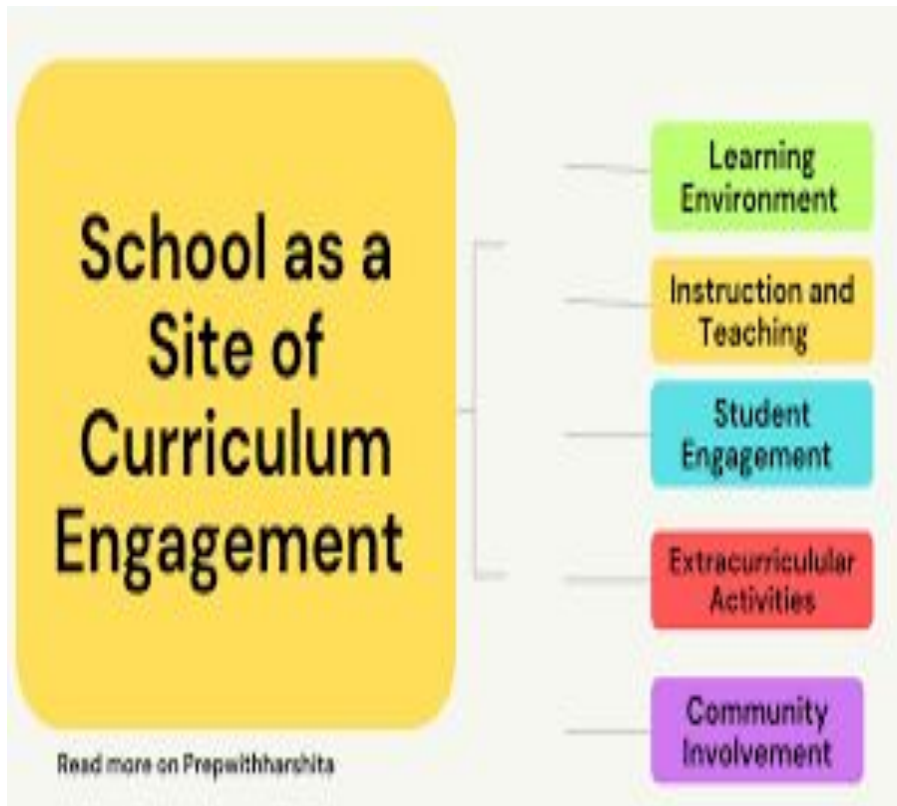


Progress on College and Career – Interventions and Supports

At-risk Students are counseled with
Academic Contracts.

College and Career Roadmap Developed
Academic Interventions and referral to
resources

Collaboration with Deans



Overarching Goals:
High-Quality
Curriculum, Student
Engagement,
Cohesive Community

Mark Your Calendars: Next WASC Visit is April 2026!

Recommendations for WASC/LCAP Goals

Continue **Professional Development and Collaboration**

Address Challenges with **Data and Develop** systems for regular analysis

Strengthen Engagement with families and students – more participation and support.

Math:

Enhance **Targeted Interventions, Support teachers**, especially new teachers

Focus on **Consistency in Instructional Support**, including diverse Learners



Questions Comments Discussion

LCAP Mid-Year Update



Guiding Questions

Please consider the following questions to inform feedback you provide:

1. **Long-Term Vision:** How do you see our current LCAP work aligning with our strategic plan?
2. **Start, Stop, Continue:** Do you have any thoughts on things we should start, stop, or continue?
3. **Student Outcomes:** Are there particular student groups that need more targeted support?



Budget Overview for Parents

Budget Item	Original 2024-25	1st Interim 2024-25	Difference
LCFF General Fund	\$14,976,555.00	\$14,539,445.00	\$437,110.00
LCFF Supplemental & Concentration Grants (Included in Total LCFF Funding)	\$3,133,215.00	\$3,014,015.00	\$119,200.00
Total LCFF Funds	\$14,976,555.00	\$14,539,445.00	\$437,110.00
All Other State Funds	\$4,019,895.00	\$4,032,617.00	-\$12,722.00
All Local Funds (Including Philanthropy and Donations)	\$9,571,975.00	\$9,214,425.00	\$357,550.00
All Federal Funds	\$866,924.00	\$866,848.00	\$76.00
Total Projected Revenue (All Public Funds)	\$29,435,349.00	\$28,653,335.00	\$782,014.00
Total Budgeted General Funds Expenditures	\$29,385,349.00	\$28,603,334.00	\$782,015.00



Glows

Goal 1: Support for All Learners

Math Score Increases: From 2022-23 to 2023-24, Math CAASPP scores improved, with 14% more students meeting or exceeding standards. Additionally, middle school and upper school math GPA rose.

Goal 2: College and Career Readiness

Scope and Sequence Development: CCC developed a scope and sequence to guide students in developing the academic, technical, and social-emotional skills necessary for success after high school.

Goal 3: Diversity, Equity, and Inclusion

Decreased Suspensions: Restorative practices, check-ins, and behavior contracts have helped reduce suspensions, especially for unduplicated student groups, fostering a positive school culture.



Grows

Goal 1: Support for All Learners

Addressing ELD PD Gaps: Filling the vacant EL Coordinator position is essential to resume targeted ELD professional development, ensuring robust support for English Learners and Long-Term English Learners.

Goal 2: College and Career Readiness

English Learner Graduation Rate: The graduation rate for English Learners in 2023-24 was 68%, compared to the overall graduation rate of 92%, highlighting a significant gap that needs to be addressed to ensure equitable outcomes for all students.

Goal 3: Diversity, Equity, and Inclusion

Enhance Data Analysis for Targeted Interventions: While the school has made progress in addressing suspensions, increasing the use of data to identify trends and root causes will allow for more targeted interventions, particularly for at-risk student groups.



Guiding Questions

Please consider the following questions to inform feedback you provide:

1. **Long-Term Vision:** How do you see our current LCAP work aligning with our strategic plan?
2. **Start, Stop, Continue:** Do you have any thoughts on things we should start, stop, or continue?
3. **Student Outcomes:** Are there particular student groups that need more targeted support?

Action Items



Consent Action Items



Appreciations



Remaining Board Meetings

- January 27, 2025 @ 11:00 am
- March 10, 2025 @ 4:00 pm
- May 5, 2025 @ 4:00 pm
- June 16, 2025 @ 11:00 am

Closed Session



Adjourn Meeting



Meeting Adjourned

Remaining Board Meetings

- **March 10, 2025 @ 4:00 pm**
- **May 5, 2025 @ 4:00 pm**
- **June 16, 2025 @ 11:00 am**

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8



Learn. Graduate. Give Back.