



Making Waves Academy

January Board Meeting

Date and Time

Monday January 26, 2026 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=SVFZNGlTbVVHb1NFYUd2WWNTaW8wQT09>

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):

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+1 669 900 6833 US (San Jose)

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+1 689 278 1000 US

+1 929 436 2866 US (New York)

+1 301 715 8592 US (Washington DC)

+1 305 224 1968 US

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Webinar ID: 878 5502 2048

Passcode: 073032

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

COMING SOON

- HAGA CLIC AQUÍ para acceder a la agenda y portadas en español/[CLICK HERE](#) to access agenda and cover sheets in Spanish: <https://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. | | | |
| II. Additional Opening Items | | | 11:01 AM |
| A. Remarks by Board President | Discuss | Alicia Malet Klein | 5 m |
| Focus Area: Strategic Planning & Math Progress | | | |
| WASC/LCAP Goals: | | | |
| • LCAP Goal 1: Support for All Learners | | | |
| • LCAP Goal 2: College and Career Readiness | | | |
| Path to leadership transition | | | |
| Award for CEO | | | |
| B. Public Comment | FYI | Alicia Malet Klein | 20 m |

| | Purpose | Presenter | Time |
|--|--|-----------|------|
| | <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 ◦ Comment on items not on the agenda ◦ <i>Presentations are limited to two minutes each</i>, 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. • <i>Speakers may submit a request to speak before 9:00 AM on the day of the board meeting, fill out of a comment card at the meeting, or use the raise hand function during the public comment sections of the meeting.</i> <ul style="list-style-type: none"> ◦ <i>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.</i> ◦ <i>Your submission should:</i> <ul style="list-style-type: none"> ▪ <i>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).</i> ▪ <i>include your name so that you can be called when it is your turn to speak.</i> ◦ <i>During the meeting, we will call your name and you should use the "raise hand" feature to identify yourself.</i> • Under SB1036 the minutes from this meeting will omit student and parent names and other directory information, except as required by judicial order or federal law. If a parent/ legal guardian wishes a name be included, one must inform the board prior to their public comment. • De acuerdo con AB 361 en el Estado de California, organizaremos esta reunión de la junta directiva a través de teleconferencia debido a la siguiente circunstancia: • La Junta Directiva de MWA sea reunera durante un estado de emergencia proclamado por el Estado de California debido a la pandemia de COVID-19. | | |
| | <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> | | |

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| C. | Degree Conferral: Victor Bautista | Discuss | Alton B. Nelson Jr. |
| | The board and attendees will take time to celebrate the accomplishments of a student graduating this semester. | | |
| | | | 10 m |

III. Standing Reports

11:36 AM

| | Purpose | Presenter | Time |
|--|---------|---------------------|-----------------|
| A. Mission Connection - Middle School ASB Introduction Middle school ASB President and Vice President give brief introductions, a few fun facts they'd like the board to know, and how they plan on being involved in future meetings. | FYI | Hugo Valdovinos | 5 m |
| B. ASB Update Update from officers of the upper school's Associated Student Body (ASB) and Q&A with the board. | FYI | J. Thomas / C. Ruiz | 10 m |
| C. Deep Dive: Strategic Plan MWEF CEO will provide information about coming shifts at the foundation; MWA CEO and COO will outline the effects for MWA. | Discuss | Patrick O'Donnell | 15 m |
| D. Q&A on Written School Report Board members will have an opportunity to ask questions about the contents of the written report, which will include a section that focuses on math progress. | Discuss | Alton B. Nelson Jr. | 15 m |
| E. Q&A on Chief Executive Officer Report (CEO) Board members will have an opportunity to ask questions about the contents of the written CEO report. | FYI | Alton B. Nelson Jr. | 10 m |
| F. Q&A on Interim Executive Director Report Board members will have an opportunity to ask questions about the contents of the written Interim Executive Director report. | Discuss | Elizabeth Martinez | 10 m |
| G. Q&A on Written Finance Report Board members will have an opportunity to ask questions about the contents of the written report. | Discuss | Lawrence Lee | 5 m |
| H. Break | | | 5 m |
| IV. Non-Action Items | | | 12:51 PM |
| A. Board Work and Advisory Committee Updates Board meeting dates for next year Student Board Member Perspectives | FYI | Alicia Klein | 5 m |

| | Purpose | Presenter | Time |
|---|---------|---------------------|------|
| The board will receive the Brown Act, as per Senate Bill 707 (2025). | | | |
| B. LCAP Mid-Year Update | Discuss | Alton B. Nelson Jr. | 15 m |
| Board members will have an opportunity to ask questions about the contents of the LCAP Mid-Year Update. | | | |
| C. LCFF Priority 1 Local Indicator | FYI | Elizabeth Martinez | 5 m |
| School reports on 2023–24 TAMO (Teacher Credentialing) data. | | | |
| D. Discuss WASC Draft | Discuss | Elizabeth Martinez | 10 m |
| Board discusses, gives feedback, ask questions, and request potential adjustments prior to approving the report ahead of the WASC visit. on the WASC draft for the introduction and chapters 1-3. | | | |

V. Action Items 1:26 PM

Total Fiscal Impact: \$460,124.67

| | | | |
|---|------|--------------------|-----|
| A. School Accountability Report Card (SARC) | Vote | Carmen Velarde | 1 m |
| Board reviews and approves the School Accountability Report Card. | | | |
| B. Academic Calendar 2026-27 | | | 5 m |
| Board reviews and approves the 2026-27 Academic Calendar. | | | |
| C. Clayton Valley - Adult Transition Program | Vote | Elizabeth Martinez | 5 m |
| MWA has an MOU with Clayton Valley regarding SPED services. | | | |

Fiscal Impact: \$60,000 annually

| | | | |
|--|------|--------------------|-----|
| D. Seneca Agreement Amendment | Vote | Elizabeth Martinez | 1 m |
| Expansion of existing Seneca Agreement for onsite clinician support. | | | |

Fiscal Impact: Update not to exceed to \$334,590 (additional \$42,090 from original agreement)

| | | | |
|--|------|---------------|-----|
| E. Rippling HRIS Platform | Vote | Damon Edwards | 1 m |
| Vote on replacing current Ultimate Kronos Group (UKG) platform with Rippling HRIS--an all-in-one platform that unifies HR and finance functionality by syncing employee data across payroll and benefits management. | | | |

| | Purpose | Presenter | Time |
|--|---------|-----------|------|
|--|---------|-----------|------|

Fiscal Impact: \$65,534.67

| | |
|---------------------------------|----------------|
| VI. Consent Action Items | 1:39 PM |
|---------------------------------|----------------|

Total fiscal impact: \$985,596.80

- | | | | | |
|-----------|---|------|--------------|-----|
| A. | Vendor Invoices for December 2025 | Vote | Lawrence Lee | 1 m |
| | Board reviews and approves bill payments for December 2025. | | | |

Fiscal Impact: \$985,596.80

- | | | | | |
|-----------|--|-----------------|--------------|-----|
| B. | Accept Minutes: December Board Meeting | Approve Minutes | Alicia Klein | 1 m |
| | MWA Board reviews and accepts the October board meeting minutes. | | | |

| | |
|----------------------------|----------------|
| VII. Closed Session | 1:41 PM |
|----------------------------|----------------|

- | | | | |
|-----------|--|--------------------|------|
| A. | Public Employee Appointment | Alicia Malet Klein | 10 m |
| | The board will adjourn to closed session to preliminarily discuss process pursuant to Section 54947. (Title: Executive Director) | | |

| | |
|-------------------------------|----------------|
| VIII. Discussion Items | 1:51 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 2025-26 | FYI | Alicia Klein | 2 m |
| | <ul style="list-style-type: none"> • Mar 9, 2026 at 4pm • May 4, 2026 at 4pm • Jun 15, 2026 at 11am | | | |

Middle School Promotion is on June 10 at 5pm.
Graduation is on June 11 at 6pm.

| | Purpose | Presenter | Time |
|---------------------------|---------|--------------|----------------|
| IX. Closing Items | | | 1:58 PM |
| A. Adjourn Meeting | Vote | Alicia Klein | |

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

- | | | |
|---|-----|--------------------|
| 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 principalmente para artículos que requieren explicación más allá de la breve descripción del artículo.

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

Coversheet

Degree Conferral: Victor Bautista

Section: II. Additional Opening Items
Item: C. Degree Conferral: Victor Bautista
Purpose: Discuss
Submitted by: Alton B. Nelson Jr.

BACKGROUND:

We are proud to see Victor Bautista finishing up his school work and fulfilled all diploma requirements at MWA and are excited to see what he does beyond high school.

Coversheet

ASB Update

| | |
|--------------------------|---------------------------------|
| Section: | III. Standing Reports |
| Item: | B. ASB Update |
| Purpose: | FYI |
| Submitted by: | |
| Related Material: | ASB Board Report - January .pdf |



ASB Board Report

ASB Members: Angel Saravia Garrido, Ean Avila



Table of Contents

- **Successes -**
- **Challenges**
- **Outlook -**
- **Questions & Conversation**

Successes

Successes

- ASM - January
- Community Night (Live action Grinch Movie)
 - over 50 students attended!
- Theatre Performance
- Unity Gala



Challenges

Challenges

- Last Minute Directives causing rework
- Limited Venue options due to outside food policies
-



Outlook

Priorities

- **Dean Collaboration for Wave Wide meetings in February**
- **Black History Month for February**
- **Middle school club fair (early March)**
- **Upcoming Spring Dance**
- **Pep Rally**
- **Spirit Week**



Student Life!



Questions & Conversation



Learn. Graduate. Give Back.

Coversheet

Deep Dive: Strategic Plan

| | |
|--------------------------|---|
| Section: | III. Standing Reports |
| Item: | C. Deep Dive: Strategic Plan |
| Purpose: | Discuss |
| Submitted by: | |
| Related Material: | Strategi Plan Presentation_Jan 2026.pdf |



Making Waves: A New Strategy & Structure for Economic Mobility

Our New North Star: Economic Mobility for All Wave-Makers

January 2025

Strategic Planning: What We Did

The Process (Last 18 Months)

We Asked: What do young people need today, and where does our model deliver or fall short?

- Led jointly by MWA & MWEF leadership
- Studied education, college access, and economic mobility
- Listened to students and alumni
- Learned from peer models nationwide
- Tested ideas through pilots



Strategic Planning: What We Learned

The Learning

- Every young person deserves a visible path to economic mobility
- College alone is no longer enough
- Students benefit from a seamless pathway connecting high school, college, and career
- Our current structure makes this hard:
 - *Our work spans two organizations with overlapping roles*
 - *Coordination across the organizations is challenging and slows impact*
 - *The hand-off is challenging for Wave-Makers*
- While purposeful time and attention are required upfront, we discovered we're overinvested in the middle of students' journeys



Outcome Headlines

We Asked: *What do young people need today, and where does our model deliver or fall short?*

Our answers:

- Double down at the transition from high school to college
- Integrate career-connected learning.
- Evolve the structure and programming to create clear, coherent pathways to college, career, and economic mobility.



New Structure

To align our work to our new north star of economic mobility and reduce coordination challenges, we're making three shifts:

- **Making Waves Academy:** A unified “to and through college and career for all” model, for all Wave-Makers
- **Spin-off:** A new, independent nonprofit building pathways into high-wage careers; the new nonprofit will serve as an intermediary that coordinates with employers, colleges, and high schools.
- **Making Waves Education Foundation:** A lean nonprofit focused on scholarships, real estate, and financial management for Making Waves Academy.



1. MWA: One unified “to and through college and career for all” model

All college advising, career-connected learning, and college coaching for MWA students will live under one roof at MWA. Over the 2026-2027 academic year, Alton and the CCC team will work with the Program team at the Foundation to redesign and strengthen our programming for maximum impact

What stays the same

- **MWA**
 - Prepares all students for college
 - Students can apply to the college program
 - FAFSA support for students and families
- **Foundation**
 - Renewable college scholarships

What will change

- MWA will provide more career programming in middle schools and high school (career exploration, durable skills, work-based learning, CTE pathways)
- MWA will provide college admissions and college success coaching that focuses on college/major choice, key transition points and challenges - led by a smaller team

2. Spin-off: A new regional pathways nonprofit

Creation of a new, independent nonprofit that serves as an intermediary coordinating employers, colleges, and high schools to build pathways to high-wage jobs.

The new nonprofit will support young people from high schools across the region to achieve economic mobility. Students will graduate with:

- College degrees and/or industry-recognized credentials
- Paid work experience
- Professional skills like communication, collaboration, critical thinking, AI fluency
- Strong professional networks
- Direct access to high-wage jobs in high-demand industries

Making Waves Academy high school students will be eligible to apply for this program, but the new nonprofit is separate from Making Waves.

3. Foundation: A small nonprofit supporting MWA

Making Waves Education Foundation (MWEF) will evolve into a small, stewardship-focused nonprofit that solely supports MWA. It will:

- Distribute college scholarships to MWA alumni
- Maintain the facilities of MWA's campus
- Oversee financial investments that support MWA



Timeline

- **July 2026:** The new nonprofit spins out of the Foundation
- **July 2026-June 2027:** The program team collaborates with MWA's team to transition redesigned college-and-career success activities to the school.
- **July 2027:** All college and career success programming is led by MWA.



Questions

- **How will MWA alumni in college learn about this?**
- **How will this impact this year's seniors? Is the application process changing this year?**
- **What exactly will the coaching services look like in the future?**



Coversheet

Q&A on Written School Report

| | |
|--------------------------|--|
| Section: | III. Standing Reports |
| Item: | D. Q&A on Written School Report |
| Purpose: | Discuss |
| Submitted by: | |
| Related Material: | January 2026_School Board Report_2025-26.pdf |



Division Director Board Report

School-Wide

Division Director Board Report - January 26, 2026

From the Director's Desk

Zubida Bakheit, [M.Ed](#)

Alton B. Nelson, Jr., Ed.M. - See CEO Report

School-wide, Semester 2 Focus Areas

Strengthening Instructional Alignment Through Coaching and Collaborative Practice: Building on our focus to improve coaching and collaborative planning, we are strengthening alignment through shared instructional look-fors, increasing student engagement and intentional use of data to refine instruction and maximize student learning outcomes. This work includes targeted coaching and classroom observations, joint instructional leadership coaching sessions (coaching the coach), consistent lesson internalization, and structured reflection within PLCs, as well as modeling internalization protocols and defining clear next steps for instructional growth. All is done with a clear expectation that all students engage in grade-level content while receiving appropriate scaffolds and support through intentional planning and instruction.

Observations and Coaching: Teachers are working to align practices across the two divisions and across classrooms through targeted observations, joint coaching, and PLC reflection.

Leveraging i-Ready for Prescriptive Intervention and Instructional Alignment: The platform allows for comparative analysis of student data across content areas, helping teams identify where instructional support is most needed beyond isolated ELA or math results. As a prescriptive intervention tool, i-Ready provides teachers with individualized diagnostic data and targeted small-group recommendations, strengthening grade-level academic intervention planning and ensuring supports are aligned to specific student needs.

Vertical Alignment: Departments are setting vertical alignment goals to strengthen instructional coherence. We are prioritizing lesson internalization, frequent checks for understanding, creating opportunities for student productive struggle and time in text. Other areas are advancing foundational alignment.

Schoolwide Alignment and Leadership Development: Instructional coaches, lead teachers, content and grade-level leads are facilitating professional learning and strengthening alignment within and across teams.

English Learners/Students With Disabilities: This semester, our goal is to make progress closing the academic achievement and learning gap between our English Learners and Students with Disabilities.

In Semester 2, we are looking to see more student ownership, engagement, academic rigor, and looking to see teachers utilizing more intentional checks for understanding throughout lessons. We will continue building instructional capacity through targeted observations, joint coaching, and PLC collaboration to reinforce lesson internalization, classroom consistency, and shared instructional priorities. Vertical alignment conversations have translated into actionable goals this semester, allowing us to track the impact of instructional coherence across grades and content areas. We will maintain a focus on student ownership through student-centered learning, active thinking, and frequent checks for understanding, while monitoring aligned practices, identifying growth areas, and setting measurable goals for next year.

Division Director Board Report - January 26, 2026

Middle School Update

Instructional Focus: The middle school is aligned with a school-wide focus on instructional practices through coaching and collaborative planning. This quarter, the primary instructional focus is building teacher confidence and increasing student ownership of learning. Teachers are being supported to lead clear, engaging instruction, effectively utilize curricular resources, and reinforce consistent classroom routines. The goal is to see students who are increasingly independent, curious, and accountable for their learning. Instructional coaching is the primary lever being used, allowing for targeted, differentiated support for teachers while maintaining coherence in instructional expectations across grade levels. Progress is being assessed using multiple indicators, including:

- Qualitative coaching notes that document instructional growth and teacher reflection
- Classroom walkthrough evidence, such as clearly posted learning objectives and consistent instructional routines
- Teacher implementation of coaching feedback
- Student engagement indicators, including participation and ownership of learning

Overall, the middle school is entering the second semester with clear priorities, a strong coaching-driven strategy, and defined metrics to monitor progress toward improved teaching and learning outcomes.

College and Career Early Exposure: On January 7th, we launched the *Get Ready/Stay Focused* College and Career Prep curriculum in 8th grade. Students responded positively, with teachers noting strong interest, curiosity, and engagement. Students actively researched careers, referenced outside sources, asked thoughtful questions about pathways and fellowships, and showed interest in real-world opportunities. In some sections, students also completed reflective letters, demonstrating early investment.

Teachers observed that many students responded with “I don’t know,” which is developmentally appropriate at this stage. Instruction effectively helped students explore interests, normalize uncertainty, and understand that it is okay to change their minds - especially in 8th grade.

Challenges were primarily operational, as significant time was spent creating visuals and transferring materials from the guide and workbook into PowerPoint and Canvas. Opportunities for growth include improving ready-to-use visuals, expanding career exposure through speakers and community partnerships, and offering schoolwide career exploration experiences. Overall, the launch built a strong foundation, supporting students in thinking beyond their current experiences while becoming more comfortable with exploration and uncertainty.

Early college and career exposure helps students see possibilities beyond their current experiences and connect learning to real-world opportunities. At the middle school level, it encourages curiosity and allows students to explore interests without pressure to commit. This early exploration builds confidence, purpose, and a growth mindset while reducing anxiety about the future. It also promotes equity by ensuring all students are exposed to a wide range of pathways, supporting informed decisions and stronger engagement as they progress into high school and beyond.

Students will engage in ongoing career and interest exploration, reflect on their learning, and build awareness of a wide range of postsecondary pathways without pressure to commit. Teachers will continue to facilitate exploration through structured lessons, discussions, and real-world connections while collecting data through student reflections, assignments, and observations. Together, this information will be used to identify trends, inform instructional adjustments, and strengthen future college and career programming to better meet student needs.

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Math Updates

Alefiyah Lokhandwala, Instructional Math Coach (School-wide)

LaWanda Muhammad, Lead Math Teacher (Upper School)

Successes: Engagement & Instructional Innovation

The 1st semester was marked by strong student engagement and innovative shifts in teaching practices.

- **Expansion of AP Offerings:** We saw a high demand for advanced coursework, leading to the opening of a second section of AP Precalculus. In AP Statistics, students have shown significant growth in internalizing academic language and putting mathematical answers into context.
- **Increased Student Motivation:** In Geometry and Finance, teachers reported high levels of curiosity and eagerness to learn, particularly among students transitioning back from online-only environments. The Finance team also noted success with a tandem co-teaching model that leveraged personal expertise to increase class participation.
- **Instructional Refinement:** Teachers are proactively improving their practice by creating supplemental resources, such as recorded video notes and interactive notebooks. This has helped maintain pacing and provided essential support for students who are absent or need to review material.
- **Adaptability:** Students in Algebra I showed notable resilience and persistence while navigating the challenges of self-paced virtual learning platforms like Edmentum.

Challenges: Accountability & Environmental Factors

The department faced several hurdles related to student motivation, academic integrity, and logistical shifts.

- **The "Motivation Gap" and AI:** A significant challenge is the decrease in work completion and a growing apathy toward grades (e.g., "I'm getting a 50 anyway"). This is compounded by the misuse of AI, which often replaces independent problem-solving and hinders the learning experience.
- **Online Learning Disconnect:** In courses utilizing Edmentum, there is a noticeable gap between high semester grades and low final exam scores. Moving away from "easy" routes to a grade and toward genuine understanding remains a priority.
- **Course Volatility:** Geometry sections experienced significant disruption due to high numbers of students switching out of online sections into in-person classes during the first seven weeks. This increased class sizes and the number of students requiring specialized IEP support within single sections.
- **Time & Attendance:** AP courses continue to struggle with the tight timeline of covering all material before May exams. Additionally, first-period senior classes (Finance) face ongoing attendance issues.

Opportunities: Strategic Growth & Intervention

Looking forward to Semester 2 and next year, the department has identified clear pathways for improvement.

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- **Curriculum Expansion:** Given the success of Precalculus, there is a clear opportunity to open an AP Calculus course next year to support our current juniors.
- **Targeted Math Intervention:** There is a critical need for a tiered intervention system (Tier 2 and Tier 3) to support students testing below grade level. Bringing teachers into the planning process earlier in the spring could ensure clearer objectives and better outcomes.
- **Assessment Restructuring:** To combat cheating and the "self-pacing" lag, the department aims to implement more frequent paper-based assessments and quizzes. This will provide a more accurate gauge of understanding and help students build the skills necessary for high-stakes testing.
- **Real-World Connections:** We will continue to find opportunities to support our seniors by integrating college finance and real-world applications into the curriculum, maintaining their engagement as they prepare for graduation.

Instructional Coaches:

Genthia Lowe-Reese, Instructional Coach for 5th-6th Grade

Masin Persina, Instructional ELA Coach (School-wide)

Marjorie McCowan, Instructional Coach (New Teachers)

Genthia Lowe-Reese, Instructional Coach for 5th-6th Grade

S2-First Quarter Focus: *Recalibrating and realigning academic supports and interventions for 5th and 6th grades.*

Using early diagnostic & baseline alignment to make sure academic supports and interventions are responsive and data-driven, the following focus areas will guide implementation during the first quarter of Semester 2:

- **ICA Preparation:**
Utilize Interim Comprehensive Assessments (ICAs) to establish instructional baselines, identify priority standards, and inform targeted reteaching and intervention planning.
- **SBAC Pre-Planning and Supports:**
Engage in intentional SBAC pre-planning by analyzing prior-year performance trends, aligning instructional pacing to assessed standards, and familiarizing students with assessment formats and expectations.
- **IXL Diagnostics and Adaptive Interventions:**
Continue the use of IXL diagnostics in both ELA and mathematics to provide adaptive, skill-specific interventions. Diagnostic data will be used to assign personalized learning pathways and monitor student progress over time.
- **Implementation of 5th and 6th Grade Scheduled Intervention Days:**
Implement dedicated intervention days within the 5th and 6th grade schedules to deliver targeted instruction, small-group support, and enrichment based on diagnostic and formative assessment data.
- **Continued observations and coaching once a month this cycle per agreement with the Instruction Partners.**
Maintaining accurate data to track and support Instructional Coaching utilizing the updated Coaching Log provided by the Instructional Partners.

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Recalibrating and realigning academic supports, diagnostics, and interventions for 5th and 6th grades is essential to ensuring that instruction is responsive, equitable, and grounded in student data. As students enter the first quarter of Semester 2, a renewed focus on early diagnostic alignment will continue to allow instructional teams to identify learning gaps, adjust supports, and strengthen foundational skills that support grade-level success.

Additionally, the implementation of scheduled intervention days for 5th and 6th grades will create structured opportunities for targeted instruction and enrichment. These days will be intentionally planned based on diagnostic and formative data, allowing educators to deliver small-group interventions, reinforce core skills, and extend learning for students demonstrating readiness. By embedding intervention time within the master schedule, support becomes proactive and systematic rather than reactive.

Collectively, these recalibrated supports and interventions are designed to create a cohesive system that prioritizes early identification, targeted instruction, and continuous progress monitoring. Through alignment of diagnostics, instructional planning, and intervention structures, 5th and 6th grade students will be better positioned to close learning gaps, strengthen academic confidence, and achieve sustained growth throughout Semester 2.

Masin Persina: Instructional ELA Coach (School-wide)

Successes

- Teachers ability to plan sequenced questions in their lessons, especially around difficult texts
- In depth reflection by all teachers around teaching to challenge students, rather than take away challenges.
- Growth in commitment to centering classes around a curriculum assigned rigorous text

Areas of Growth

- Having teachers continue to grow in consistently creating a text-based lesson that include what is called “productive struggle.” Hard to do and ongoing work.
- Continuing to align both MS and US academies in terms of vision and purpose (linked here is the agenda

MS ELA teacher growth:

| ELA | | |
|---------------------------------------|----------|-------------|
| IPG Indicator | BOY Avg. | EOSC 1 Avg. |
| 1B. Time In Text | 2.5 | 2.0 |
| 2D. Intentionally sequenced questions | 1.0 | 1.7 |
| 3B. Productive Struggle | 1.3 | 1.7 |
| SA. Standard alignment | 1.3 | 1.7 |

US ELA teacher growth:

| ELA | | |
|---------------------------------------|----------|-------------|
| IPG Indicator | BOY Avg. | EOSC 1 Avg. |
| 1B. Time In Text | NA | 3.0 |
| 2D. Intentionally sequenced questions | 2.0 | 2.0 |
| 3B. Productive Struggle | 1.5 | 2.0 |
| SA. Standard alignment | 1.5 | 2.0 |

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Marjorie McCowan, Instructional Coach, New Teachers

- New Teacher Bootcamp:** A six-week, *New Teacher Boot Camp* began on Tuesday the January 20th and is designed to build strong foundational practices for new teachers. The *New Teacher Bootcamp* focuses on core classroom systems and instructional fundamentals, including entry and exit routines, least invasive redirection, clear and concise instruction using the three-point system, IEP accommodations, engagement strategies, quick classroom engagement moves, effective use of instructional videos, and helping teachers discover their “WHY.” This structure ensures that teachers receive the right support at the right time. The New Teacher Bootcamp builds a strong foundation by explicitly teaching essential classroom systems and instructional moves that are often assumed but not taught. Ongoing coaching then extends this learning by helping teachers shift ownership and responsibility to students, which is critical for improving engagement, independence, and classroom culture.
- Coaching Office Hours:** Ongoing coaching cycles continue, supported by the introduction of Coaching Office Hours, which allows new teachers to drop in for support between scheduled coaching sessions. Coaching Office Hours further strengthens this work by creating accessible, just-in-time support, while the reflection process encourages intentional growth rather than reactive change. Together, these efforts promote consistency, clarity, and instructional coherence across classrooms.
- New Teacher Coaching:** Separate from the boot camp, coaching sessions for teachers are intentionally centered on placing responsibility on students through strong classroom routines, clear expectations, and intentional instructional structures, including frequent checks for understanding and strategies to sustain engagement. Additionally, new teachers participated in a before-break and after-break reflection process, where they answered the question: What is one thing you wish you had done in August that you would like to reset in January? Teachers identified one key practice they wanted to reset in January and put systems in place to ensure a strong start to the semester.

Next steps include maintaining consistent coaching cycles that reinforce student responsibility and classroom structures introduced in the New Teacher Bootcamp. Teachers’ January reset goals should be revisited during coaching to ensure implementation and refinement. Feedback from boot camp participants and coaching sessions should be used to adjust supports and identify common growth areas. As the six-week Bootcamp progresses, documenting effective practices and teacher growth will help strengthen future iterations of the program and sustain a culture of continuous improvement.

English Language Development (ELD)

Stephani Lopez, ELD Coordinator

Program Updates

- English Learner Advisory Committee (ELAC):** Hosted two, in-person ELAC (English Learner Advisory Committee) meetings. The November 18th session engaged 23 parents in hands-on training with i-Ready, IXL and strategies to support student literacy at home. At this session, parents shared interest in gaining strategies for support in math and their child’s emotional/behavioral wellness.
- Student Progress with Curriculum:** 6th and 7th grade students are demonstrating measurable growth on *English 3D (ELD Curriculum)* pre- and post assessments.

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- **Reclassification Progress English Learners (EL)**

- Based on mid-year i-Ready data, 26% of middle school English Learners (35 students) have met Criterion #4 (local measure) for reclassification by reading within one grade level of proficiency.
- Currently, only 6% of English Learners at the Upper School (5 students) have met Criterion #4 (local measure). While this is significantly lower than the MS, it is important to note that US students have only had one i-Ready assessment compared to two for the MS.
- Most upper school students (grades 9,10, and 12) have only one remaining opportunity to meet the local measure, while 11th grade has two (i-Ready and SBAC ELA). Middle school students will have had four opportunities overall this year.

- **English Learner Proficiency Assessments for California (ELPAC):** ELPAC testing will begin the week of February 2nd. This assessment measures English Learners' proficiency in listening, speaking, reading, and writing, and helps determine eligibility for reclassification.

Why This Matters

The English Learner Advisory Committee (ELAC) strengthens home-school partnerships by providing families with access to the same instructional tools used in classrooms, thereby helping parents support learning at home. Meanwhile, student growth data show that the core ELD curriculum is effectively fostering language development for 6th and 7th graders, demonstrating the impact of consistent instruction. In terms of reclassification, students who have met Criterion #4 and earn a Level 4 on the upcoming ELPAC will be eligible for reclassification, which could increase overall school reclassification rates. However, limited assessment opportunities for upper school students, combined with previous lower performance on i-Ready, highlight persistent reading gaps and an equity concern compared with middle school peers. Ultimately, the ELPAC serves as the culmination of students' language development, providing critical insights into progress, informing reclassification decisions, and guiding instructional planning to better support English Learners.

Next Steps

I met with the Math Coach, Ms. Lokhandwala, and connected with the Director of Student Support Services, Ms. Moore, to brainstorm and plan upcoming ELAC meetings. Additionally, in collaboration with Student Support Services, I will be hosting a parent workshop on emotional and behavioral wellness on January 29th, providing families with tools to support students' social-emotional growth. At the same time, ELD instruction will shift to include more ELPAC preparation, familiarizing students with test formats and using IXL for targeted reading and writing practice alongside regular instruction. Since the current ELD license expires at the end of the school year, upper school performance data will help inform curriculum decisions, and I am exploring reading intervention-focused options for implementation next year. Finally, I will work with the testing coordinator to adjust the assessment calendar to ensure upper school students have equitable opportunities to meet local measures in the future.

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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
Brissa Teodoro, Associate Director of Career Development & Internships
Kevin Alegria, Associate Director of Academic Advising

Overall Successes:

- Secured direct admissions agreements with California State University, East Bay and Sacramento
- Developed a Digital Media Arts (DMA) DRAFT course description to consider for the 2026-2027 school year
- Strengthening partnership with MWEF to refine approach to post-secondary student success
- Strengthening collaboration with MWEF to deliver a seamless and consistent scholarship application process
- Supporting students through the college application processes: reading essays, reviewing applications, completing letters of recommendations, and other tasks as required
- Assuming and completing college application fee payments for CSU and UC

Challenges:

- Refining the submission timeline and process for private and out-of-state applications
- Ensuring that our services continue to meet the unique needs of our diverse student body
- Identifying gaps

Overview and Department Context

The College and Career Counseling (CCC) Department has intentionally expanded its focus from college access to a broader, more integrated approach to college and postsecondary success. This shift reflects both student needs and department learning. As the student population has grown in size and diversity, it has become increasingly clear that students require not only information but also clear pathways, aligned systems, and sustained support to transition beyond high school successfully.

Key Progress and Successes: Recent successes demonstrate meaningful progress toward reducing barriers and strengthening postsecondary pathways:

- Direct Admissions Agreements were secured with California State University, East Bay and California State University, Sacramento. These agreements reduce application complexity, increase predictability in admissions outcomes, and expand access to four-year college options.
- A Digital Media Arts (DMA) course DRAFT was developed for the 2026–2027 school year, reflecting ongoing efforts to align academic offerings with career-connected learning and workforce-relevant skills.
- Partnerships with MWEF were strengthened to align postsecondary student success efforts and to deliver a more seamless and consistent scholarship process for students.
- The department continues direct college application support, including essay review, application review, letters of recommendation, and assumes responsibility for college application fee payments, addressing both procedural and financial barriers for students.

Collectively, these efforts represent a shift toward greater institutional responsibility in supporting equitable postsecondary outcomes.

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- **Why This Matters:** This work matters because postsecondary access and success are critical drivers of long-term student outcomes. Removing structural, financial, and procedural barriers increases the likelihood that students, particularly first-generation and historically underrepresented students, can access and persist in postsecondary education. These efforts also strengthen trust with students and families, reinforcing the MWA's commitment to equity and opportunity.
- **Impact and Early Indicators:** Some impacts are immediate and observable, such as increased access to admissions pathways and reduced financial burden through fee coverage. Other outcomes, including postsecondary persistence and completion, are longer-term and will require continued monitoring in collaboration with partners such as MWEF. While early indicators are promising, the CCC Department recognizes the need for clearer metrics and more consistent data tracking moving forward.
- **Ongoing Challenges and Areas for Focus:** As services and partnerships expand, some challenges require board awareness and guidance:
 - Refining the college application timeline and process to ensure clarity, consistency, and scalability.
 - Continuing to ensure that services meet the diverse needs of students, including identifying gaps in access, communication, and support across student groups.
 - Balancing increased student support demands with staff capacity and sustainable systems.

What We Believe to Be True

- Aligned partnerships and simplified systems improve postsecondary access and outcomes.
- Sustained, structured support is essential for student success beyond high school.
- Continuous improvement, including identifying gaps, is necessary to ensure equity and effectiveness as the CCC Department grows in service.

College Admissions 2025

The College and Career Counseling Team (CCC) provided comprehensive college application support to students, including individual and group advising, application workshops, essay feedback and family guidance. Application data is tracked to monitor access and student outcomes (see Table 1). To date:

- 202 college acceptances have been reported
- 65 students admitted to at least one four-year college or university
- 1 student was named a Posse Scholar, earning a full-tuition Leadership Scholarship to the University of Puget Sound.
- Students participated in **eight successful college and career trips**, including:
 - **Four college visits:** two University of California campuses (UC Merced and UC Davis) and two California State University campuses (Sacramento State University and San Francisco State University)
 - **Four career exploration trips**, including one focused on trade and skilled labor pathways

The CCC Team strengthened students' exposure to colleges and universities while deepening institutional partnerships. Key highlights include:

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- **19 college representative visits** to campus
- **15 colleges participated** in the school's College Fair during College & Career Week
- Continued relationship-building with colleges, universities, and Making Waves to support students' access and success (see Table 2).

Table 1

| Wave 23 - College & Career Application Snapshot | | |
|---|-----------------|------------|
| Class Size: 125 Students | | |
| A. College Application Participation | | |
| Category | # of Students | % of Class |
| Applied to at least one 4-year institution | 105 | 84.00% |
| Not pursuing a 4-year institution | 22 | 17.60% |
| Completed MWEF registration for FAFSA/CADAA support | 114 | 91.20% |
| B. 4-Year Institution Application Breakdown (Students may apply to multiple institution types) | | |
| Institution Type | # of Students | % of Class |
| University of California (UC) | 66 | 52.80% |
| California State University (CSU) | 103 | 82.40% |
| Private Colleges & Universities | 46 | 36.80% |
| Public Out-of-State Institutions | 29 | 23.20% |
| Historically Black Colleges & Universities (HBCUs) | 6 | 4.80% |
| Hispanic-Serving Institutions (HSIs) | 105 | 84.00% |
| C. Postsecondary Interests Beyond 4-Year Colleges | | |
| Pathway | # of Students | % of Class |
| Exploring Community College options | 62 | 49.60% |
| Interested in Trade School | 14 | 11.20% |
| Interested in Immediate Employment | 2 | 1.60% |
| Military | 1 | 0.80% |
| D. Application Volume | | |
| Application Type | Total Submitted | |
| UC & CSU Applications | 801 | |
| Total 4-Year Applications Submitted | 1,076 | |

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Table 2

College & University Engagement Summary

| A. College & University Representative Visits to MWA (19 Total) | |
|--|-----------------------------|
| Institution | Student Participants |
| University of California, Davis | 57 |
| Stanford University | 38 |
| Vassar College | 35 |
| University of Oregon | 33 |
| University of Southern California | 26 |
| Occidental College | 25 |
| University of San Francisco | 22 |
| California State University, Humboldt | 21 |
| Binghamton University | 20 |
| Boston University | 19 |
| Hamilton College | 18 |
| Whittier College | 17 |
| University of California, Riverside | 17 |
| University of California, Merced | 15 |
| University of the Pacific | 15 |
| Yale University | 15 |
| Dominican University | 13 |
| Willamette University | 5 |
| Scripps College | 3 |

B. MWA College Fair Participants (15 Colleges & Organizations)

University of California & CSU

- University of California, Merced
- University of California, Berkeley
- University of California, Davis (College of Agriculture)
- University of California, San Diego
- Cal Poly Maritime Academy
- California State University, East Bay
- San Francisco State University

Private & Out-of-State Institutions

- Saint Mary's College of California
- St. Olaf College
- Wentworth Institute of Technology
- Willamette University
- University of the Pacific
- University of San Francisco

Community Colleges & Career Pathways

- Diablo Valley College
- Contra Costa College
- Berkeley City College
- Local 159 Plumbers and Steamfitters

Career Development & Internships

Successes:

- Successfully coordinated and executed 4 onsite career-focused field trips for students across 9th-12th grades
- Planned and successfully implemented the 2nd annual College and Career Week, which included the addition of a financial literacy-focused day in partnership with various local financial agencies and organizations
- Led outreach and had the trades represented at the College Fair
- Actively met with and supported students in completing applications to various internships and other volunteer opportunities. In total, 36 of our students were accepted into competitive programs.

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- Strengthened relationships and collaboration with key MWEF team members to align our career-related work
- Led and collaborated on the planning, design, and implementation of the 8th-grade pilot program in collaboration with Zubida Bakheit and Genthia Lowe-Reese
- Successfully supported the 8th Grade Pilot Launch on January 7th where we had 135 out of 152 8th grade students successfully complete a Pre-Pilot survey to gauge student preparedness and we had all teachers successfully start the curriculum and report back numerous successes, including students meaningfully engaging with the content and seeing the value of an earlier start to both college and career exploration.
- Led and collaborated on the planning and implementation of the 11th-grade pilot program in collaboration with Michael Vea from Transcend Education and 11th-grade advisors: Josie Beyer, Michael Gomez, and China Ruiz, with a launch date of January 22nd.

Challenges:

- Learning curve related to the new position and getting to know the school community
- Additional planning/knowledge earlier on for the career field trips to ensure it meets our students' needs

Overview and Department Context

Making Waves Academy and the CCC are holistically approaching post-secondary pathways with the integration of career exploration and development. This is key for student success leading to more confident, informed decisions for their post-secondary plans. Career exploration with exposure study trips, and application support (resume drafting, short essay questions, LinkedIn, etc.), career-focused pilots, will allow students to be more confident in planning their next steps after graduating from MWA.

Key Progress and Successes:

- **Career Focused Pilots:** Planning and launching the 8th Grade and 11th Grade pilots in collaboration with teachers.
- **Experiential Learning Opportunities:** Sharing monthly applications to internships, volunteer opportunities, and other hands-on and virtual learning opportunities.
- **Career Pathway Exposure Trips:** Partnering with companies and organizations to design experiences for students to learn about a new career.
- **Alumni Engagement:** Inviting MWA alumni to speak on panels about their experience after MWA and partnering with students to create bridges between current students and alumni.

Why this Matters: This work matters because being exposed to careers earlier allows students to understand what they like and what they do not like in a potential job or career, allowing them to pivot earlier on and feel prepared to begin their postsecondary planning at the start of their senior year. Earlier exposure and awareness to both college and career planning lead to students and their families making informed decisions on their next steps after high school.

Impact and Early Indicators: Some impacts are immediate, such as a student sharing the following reflection after College and Career Week: "This event helped me realize what career I want to do later in life. Now I am more interested

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in nursing and being an ultrasound tech. Because of Career Week, I plan to learn more about the career I want to follow and look at what schools have to offer and what scholarships and help they can offer me.” Other indicators are students repeatedly and consistently scheduling 1:1 meetings to work on an internship applications, receive feedback on their resumes, or request mock interview coaching. Other indicators may come later, such as tracking the number of students who participated in opportunities repeatedly and how that’s influenced their postsecondary planning and preparation.

Ongoing Challenges and Areas for Focus: Due to this being a new area of focus for MWA, an ongoing challenge will be planning as we go - testing what’s working, revising, and strengthening student offerings.

What We Believe to Be True

- Career exploration should start earlier
- Equip students with the key skills to feel and be successful in professional settings
- Expose students to jobs and professions that reflect our current and everchanging job market

Next Steps

- The next phase of this work includes seeing both pilots through and collecting data and findings on FY26 to gauge successes, challenges, and how we move forward.

Overall Next Steps

The next phase of work will focus on continuing to strengthen internal systems, refining timelines and processes, and deepening data-informed decision-making to ensure that current successes translate into long-term, measurable postsecondary outcomes for students.

Student Activities

Hugo Valdovinos, Middle School Student Activities Coordinator

Summary of Activity

Student Activities in the middle school continue to be an important part of student culture and student leadership. The goal is to continue having activities that are student-led with guidance and support from our Club Advisors. We were able to do this in the planning for our Winter Dance in December. For example, the 8th grade representatives and Dance Committee, led by Ms. Orona, were part of the overall planning, while the Art Club and Mr. Pino worked on the theme and the decorations. Mr. Schoepp, our music teacher and Music Club Advisor, worked with some students to DJ during the dance. The dance was a success and students continue to see it as a great way to celebrate the end of the first semester.

Another recent success for this semester was adding a Coding Club to the clubs students can be a part of. The club is led by Mr. Padron, our 8th Grade Art Teacher. This club will support and work in collaboration with our current Robotics Club. Though we continue to engage more students through the available clubs, a challenge we face is how to properly engage younger students (5th & 6th) that don’t have the same initiative as the upper school students. The goal for this semester is to create systems that prepare younger students to take on leadership roles by the time they are in 7th & 8th grade.

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Opportunities

As the academy continues to promote the importance of and preparing students for college or a career, I believe MS Student Activities is a critical part of this goal. For example, by providing opportunities where students can develop as leaders, Wave-Makers get to practice specific skills that will help them in the future. The goal is to give MS Students the foundation they need to be prepared for when they get to high school and begin working with the College & Career center on what their post MWA life could look like.

Next Steps

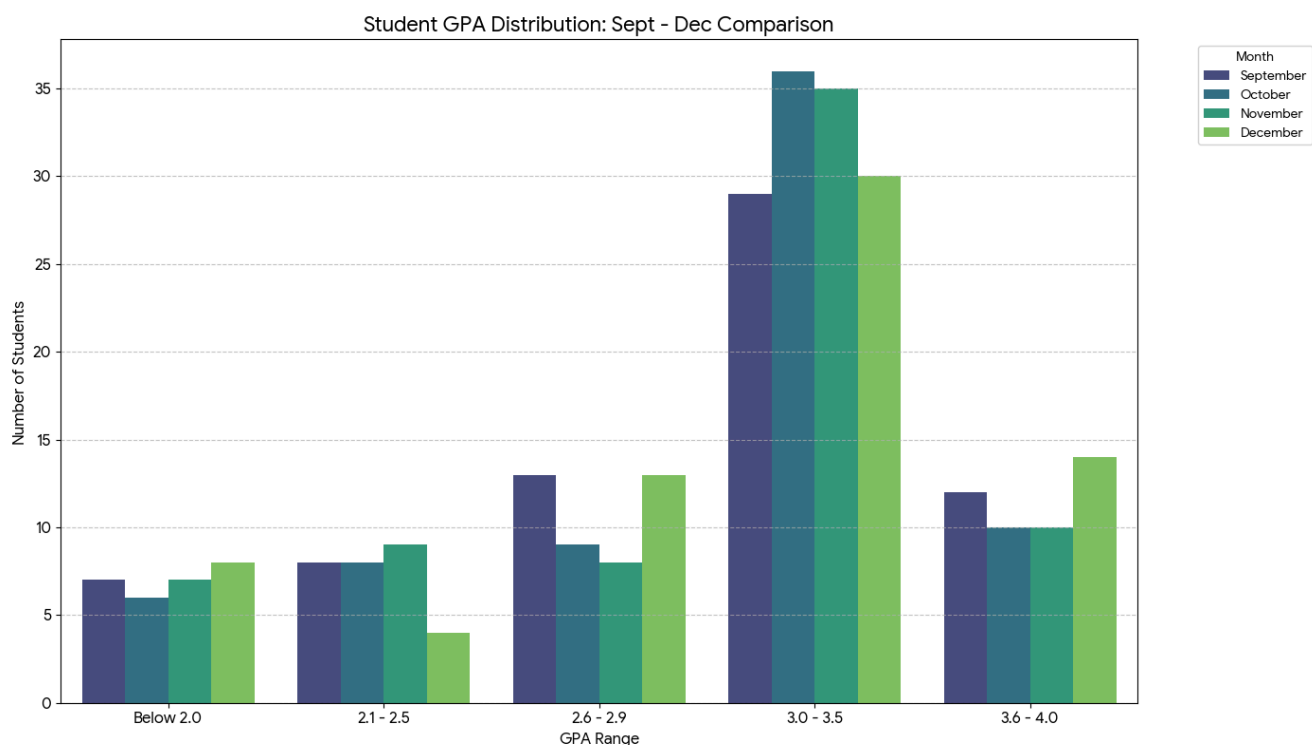
The next opportunity to give MS student leaders a chance to practice their skills is the middle school club fair in March. This will be the first time we hold something like this in middle school. This will provide a fundraising opportunity to our middle school clubs as well as a few select clubs from the upper school. The goal will be to engage our Middle school advisors and their clubs to show students the importance of fundraising and planning events. By having US Clubs attend the MS Club Fair, middle school students can also begin seeing what clubs are available for when they get to the US.

The middle school is also in the process of planning for field trips for the 6th & 7th grade. The Student Activities Coordinator works collaboratively with the lead teachers in the planning of each trip. This is an important way for teachers to take on leadership roles with the support of the Student Activities Coordinator.

Marlin Academy Program

Brenda Ruiz, Extended Day & Enrichment Programs Coordinator

GPA Tracking September- December



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Students in Marlin Academy that were in the range between 3.6 and 4.0 This group reached its highest point of the year in December (14 students). The majority of these students were consistent with staying within this GPA group and finished the semester off strong.

Communicating with parents whose students dropped below a 2.5. The data suggests this is worked well for those students who 2.1–2.5 range:

- In November, there were 9 students in this range.
- In December, that number dropped by over 50% to just 4 students.

For those students that consistently stayed in range below a 2.0. For Semester 2 they will be our highest priority for intervention. Ongoing assessment will be key to building on our success as we move into the 2nd semester.

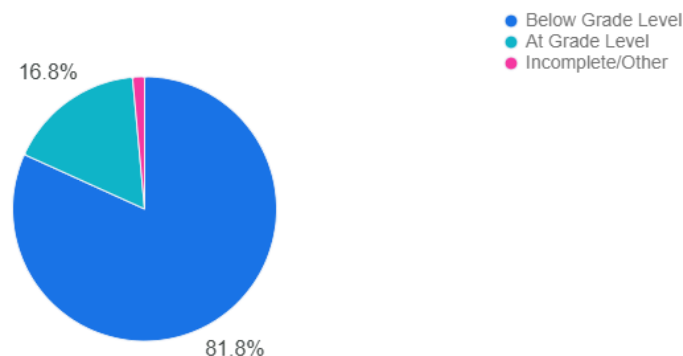
Project Based Learning

- Our students have successfully completed their initial round of enrichment courses. Throughout the term, they explored the wonders of the ocean and its diverse ecosystems, gained vital insights into human anatomy and healthy lifestyle choices, and examined the impact of natural disasters. By applying critical thinking to architectural challenges, students worked to design innovative structures aimed at building a more resilient world.
- As we transition into the second semester, students will have the opportunity to explore a new area of interest. Based on survey results, each student has been placed in one of the three enrichment options they have not yet experienced, ensuring a well-rounded and engaging academic year.

I-Ready & Marlin Academy

The following data highlights Marlin Academy's performance in the ELA and Math I-Ready assessment

Combined Assessment Status (5th & 6th Grades)

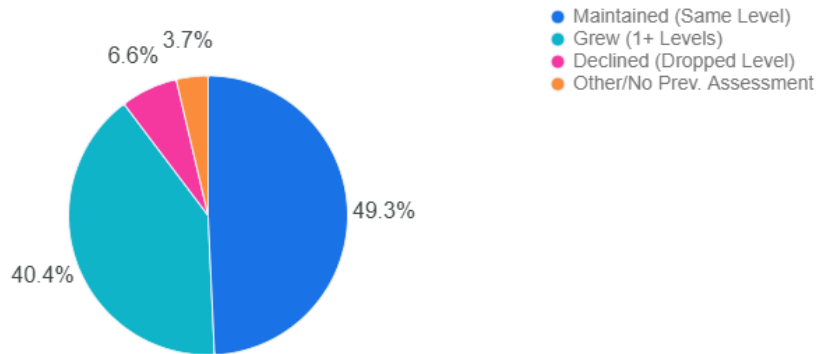


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Across both subjects and grades, a high percentage of students are currently performing below their expected grade level.

- **ELA: 79%** of students are below grade level, while **20%** are at grade level.
- **Math: 85%** of students are below grade level, while **12%** are at grade level.

Combined Grade Level Growth (5th & 6th Grades)



This shows how students progressed from their previous assessment. It is the most positive area of the data, showing that most students are either moving forward or holding steady.

Coversheet

Q&A on Chief Executive Officer Report (CEO)

| | |
|--------------------------|---|
| Section: | III. 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 2026_ABN.docx.pdf |



Learn. Graduate. Give Back.

MWA CEO Report to the MWA Board

JANUARY 2026

For the 2nd semester, my areas of explicit focus are:

- Bolstering access to learning and curriculum of our English Learners & Students with Disabilities
- Continued instructional coaching and observation work - with teachers and coaches

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
- **"Big Rocks"** – priorities; tasks, projects, goals, and mission critical objectives (Forbes, 1/20/21)

3 LCAP/WASC Goals

1

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

LCFF State Priorities: Basic Services State Standards Student Achievement Course Access Student Outcomes

2

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

LCFF State Priorities: Student Achievement Course Access Student Outcomes

3

Diversity, Equity, & 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.

LCFF State Priorities: Parent Involvement Student Engagement School Climate

Big Rock Updates

Big Rock #1:

Support a successful WASC re-accreditation process.

Work with Bryann and leaders across the school to support completing critical milestones required for us in order to make sure we are as prepared as possible for a successful WASC accreditation renewal process this year.

UPDATES:

- Proofread Chapters 1-3.
- WASC/LCAP Site Based Leadership team has been working on setting new goals self-identified as areas of improvement.

WASC Accreditation Renewal: Visiting team is campus April 12-15, 2026.

Big Rock #2:

Strengthen instructional practices through coaching, particularly math and English.

Through the use of standardized coaching protocols and tools, participate, discuss, and support instructional leaders and teacher leaders towards progress on more targeted, curricular-aligned, engaging, and effective Tier 1 core instruction, particularly in math and English classes.

UPDATES:

- **Instructional Leadership Team (ILT) Teacher Observations** - Continuing 1:1 teacher observation and coaching cycles.
- **ILT Coaching Observations** - The ILT has begun observing our math and ELA instructional coaches in action. Ms. Bakheit and I are now joining coaches and lead teachers during some classroom observations, participating in pre-observation planning meetings and post-observation debriefs. We then observe as coaches facilitate feedback conversations with teachers, followed by our own debrief with the coach or lead teacher to share observations and insights. This practice has proven highly valuable. We're identifying instructional patterns across classrooms and developing a shared understanding of effective teaching approaches. I'm excited about our collective learning and anticipate meaningful growth in teacher practice over time.
- **Math Assessment Strategy Session** - Earlier this month, we held a focused virtual meeting with our Instruction Partners math lead to explore how teachers can use formative assessments during class to gather immediate data on student understanding and skill application.
- **Key Insight: Connecting Planning to Student Learning** - We're gaining clearer insight into how effective lesson planning works: when teachers deeply understand their lesson objective, teach to designed assessments or activities that show how students should demonstrate that learning, and then allocate class time accordingly, they can better anticipate student challenges, provide appropriate support and accommodations, and ask questions that guide students through productive struggle toward mastery.

Big Rock #3:

Focus on improving academic outcomes and support for vulnerable student populations.

Our annual state assessment data points to a need to focus on some of our critical subgroup of learners. The goal will be to see progress and material student achievement growth for students in these subgroups.

UPDATES:

- **More IEP Meetings** - Tyler (Dir. of SPED) is continuing to schedule IEP meetings outside of the annual meeting cadence to discuss progress and challenges with students, parents/guardians, and faculty/staff. Having more frequent touch points with students and families is increasing a level of accountability, allowing for more targeted and up-to-date support, and more opportunities for success for students.
- **Meeting to Discuss LTEL & SWD Progress** - I will be scheduling a meeting with campus school leaders to discuss approaches for supporting our Long Term English Learners and Students with Disabilities to make progress in their academic learning and skill acquisition.

Big Rock #4:

Supporting and seeing material progress on strategic plan initiative - increasing career exposure opportunities for MWA students.

Work with our "Portraits of a Graduate" group (select teachers, teacher leaders, and staff) to further discuss piloting various approaches to opening up more career exposure opportunities for students.

UPDATES:

- **8th Grade Pilot** - The 8th grade pilot, using a career development curriculum, has begun. Operating this pilot will help us see what might work for fully implementing the program in the future.
- **11th Grade Pilot** - Ms. Teodoro and Dr. Spencer-Brown successfully worked with Transcend to design a "sprint" to pilot with the 11th grade class. This pilot with 11th graders launched this month and will inform future programming for 11th graders.
- **College Success Program Integration** - Given the pending integration of the college success program into MWA, we will begin the process of thinking through what that will look like starting in the 2026-27 school year. The integration of the college success program at MWA will allow stronger alignment between the goals of the Portrait of a Graduate work and alumni success - in college and career.

Other Responsibilities/Activities

| Role | Entity | Activity | Meeting Frequency |
|---------------------------------------|-------------------------------------|---|-----------------------|
| NCS Board Past Pres. | North Coast Section (NCS) | Interscholastic athletics – rules, policies, & championships | 7 Board & Exec. Mtgs. |
| CIF Executive Committee Member | CA Interscholastic Federation (CIF) | Interscholastic athletics – rules, policies, & championships for CA | 7 Board & Exec. Mtgs |

| | | | |
|---|--|--|--------------------------|
| <i>Nominating Committee Member</i> | CIF Executive Committee | Discuss and vote on nominees to serve on the Exec. Committee. | 1x |
| <i>NCS Delegate</i> | CIF Federated Council | Formal board representing all 10 sections of CIF. | 3 Mtgs. |
| <i>CIF Special Committee</i> | CIF | Strengthening credentialing, safety, and training for officials. | TBD |
| <i>5C Board President</i> | Contra Costa County Charter Coalition (5C) | Support 5C ED and schools (especially through renewals). . | 1:1 mtgs & 7 Board mtgs. |

Additional Leadership and Governance Responsibility Updates

| | |
|-------------------|--|
| <i>NCS</i> | <ul style="list-style-type: none"> Attended <u>NCS Executive Committee</u> on 1/23/26. |
| <i>CIF</i> | <ul style="list-style-type: none"> Attending the <u>executive committee and Federated Council meetings</u> on February 5-6, 2026. |
| <i>5C</i> | <ul style="list-style-type: none"> <i>Voices Charter School was successfully renewed.</i> |

Coversheet

Q&A on Interim Executive Director Report

| | |
|--------------------------|---|
| Section: | III. Standing Reports |
| Item: | F. Q&A on Interim Executive Director Report |
| Purpose: | Discuss |
| Submitted by: | |
| Related Material: | _January 2026_Interim ED Board Report.pdf |



Board Report

Interim Executive Director

January 2026

Elizabeth Martinez

Interim Executive Director

Planning for Next Academic Year

We have officially started planning for next academic year: the Academic Calendar is on the agenda for review, the Intent to Return Survey is in motion, and we are about to launch the budget development process. Once the calendar is approved we will move on with reviewing the bell schedule, staffing outlook and course offerings. Overall, we are on pace to end the year with a clear implementation plan.

In addition to the regular planning, we are in the final stages of completing our WASC Self-Study and preparing for the visiting committee to be on campus in April. At this time, I would expect that we will make some revisions to our current WASC goals but they will still sound familiar. The discussions we have had regarding our goals leads me to believe that, as a whole, they are still the right ones but we do have to add in a layer of specificity to support our students who need it most.

Overall, I am satisfied with the progress we have made and the first half of the school year. For this report, I will provide an update on two key areas that we are monitoring closely.

Differentiated Assistance Update

Beginning with the 2023-24 school year, we received targeted assistance, based on our 2022-2023 data on the California Dashboard. **As of December 2025**, and based on our [most recent release of the CA Dashboard](#), **we exited DA for all of the previous indicators** but remain in DA due to being in the red of [Long-Term English Learner Progress](#). Due to this change, we are now including the EL Coordinator in the Differentiated Assistance process. Through that process, they will look at data and decide on a change action that can be piloted this spring.

Suspension YOY Decrease

Suspension rates continue to decline significantly year over year, reflecting sustained progress in school culture, behavior supports, and restorative practices. **As of December 18, SY 2025–26 year-to-date suspensions stand at 1.30%** (13 students), compared to 8.38% (89 students) at the same point last year and 14.45% (161 students) in SY 2023–24.

Notably, **reductions are evident across key student subgroups. Students with IEPs experienced a decrease** from 24% (SY 2023–24) and 12% (SY 2024–25) to 3% this year, while **African American students, who historically experienced disproportionate suspension rates, have had zero suspensions year to date**, compared to 12% last year and 33% in SY 2023–24. Long-Term English Learners also remain at 0% across all three years.

These outcomes suggest meaningful improvements in preventative systems, staff practices, and student support structures. Leadership will continue monitoring trends through the remainder of the year to ensure consistency and sustainability, particularly as enrollment, staffing, and student needs evolve.

| Suspension Rates (Percentage of students suspended at least once) | | | |
|--|-------------|-------------|-------------|
| As of December 18 | | | |
| Category | 2025-26 YTD | 2024-25 YTD | 2023-24 YTD |
| Overall # | 13 | 89 | 161 |
| % | 1.30% | 8.38% | 14.45% |
| SPED # | 3 | 9 | 21 |
| SPED % | 3% | 12% | 24% |
| AA # | 0 | 10 | 28 |
| AA % | 0% | 12% | 33% |
| LTEs # | 0 | | |
| LTEs % | 0% | 0% | 0% |

Coversheet

Q&A on Written Finance Report

| | |
|--------------------------|---|
| Section: | III. Standing Reports |
| Item: | G. Q&A on Written Finance Report |
| Purpose: | Discuss |
| Submitted by: | |
| Related Material: | 01 MWA December Financials-01.15.26-Board.pdf |



Making Waves Academy December 2025 Financial Report

December financial comparisons are based on the FY2025-26 1st interim budget.

At the end of December 2025, Making Waves Academy (MWA) closed its books with:

- \$6.8M in cash:
 - \$3.0M Deferred Revenue (Restricted)
 - \$3.8M Unrestricted Cash
- Average monthly expenditures are approximately \$2.4M. We anticipate drawing **\$2.0M from JRSF funds in January** to support ongoing operations.
 - December Burn: \$2.5M
 - YTD average Burn: \$2.6M
 - Budgeted average burn: \$2.7M
- As of December 2025 (year-to-date), on a consolidated basis, MWA is \$266K under budget. The favorable variance is primarily attributable to staffing vacancies and a continued pause on select recruitments.
 - Revenue:
 - **\$28K under budget**, due to the timing of receipt of the State Special Education (SPED) grant. This variance is expected to resolve in the coming months.
 - Expense:
 - **\$383K under budget** in salaries and benefits due to unfilled positions, a workers' compensation audit refund, and timing of PTO variances.
 - **\$11K under budget** in supplies, largely due to timing of invoices.
 - **\$127K over budget** in contract services, primarily related to contracted substitute teachers and Special Education services. Substitute teacher costs are partially offset by ongoing staffing vacancies.

Monthly Performance: December 2025

- MWA, on a consolidated basis, December expenditures totaled **\$2.4M**.
 - **\$2.1M** for MWA - "School"
 - **\$263K** for MWA Central Office
- On a monthly basis, consolidated expenditures were **over budget**, primarily due to the timing of invoice receipt.
 - MWA – "School":
 - \$110K (5%) over budget, largely due to Special Education services, contracted substitute teachers, and invoice timing.
 - MWA Central Office:
 - \$28K (10%) under budget, driven mainly by PTO utilization timing and contracted services.



Year-to-Date Performance: (July 2025-December 2025)

MWA - "School" YTD Budget to Actuals

- 1. Revenues:** \$28K under budget, due to SPED grant timing.
 - *Government Revenues Received:* \$6.5M YTD
 - i. \$5.22M – State Aid and other grants
 - ii. \$349K – State Special Education funding
 - iii. \$931K – Monthly recognition of restricted one-time funding (deferred revenue)
- 2. Expenses:**
 - **Salaries & Benefits:** \$370K savings from unfilled positions, paused recruitment, and workers comp audit refund.
 - i. 5 Full-Time Equivalent (FTE) positions remain vacant and are under active recruitment
 - a) 2 teachers, 3 non-teaching
 - ii. Recruitment for 4 additional FTE positions has been paused due to limited candidate pools and ongoing right-sizing assessment.
 - **Supplies:** \$5.6K savings, from timing of invoices received.
 - **Contracted Services:** \$88K over budget, primarily related to utility true-ups, additional Special Education services, and contract substitute teachers. The increased substitute teacher costs are partially offset by savings from ongoing staffing vacancies. These variances will be monitored and addressed during the 2nd Interim Budget process.

MWA Central Office YTD Budget to Actuals

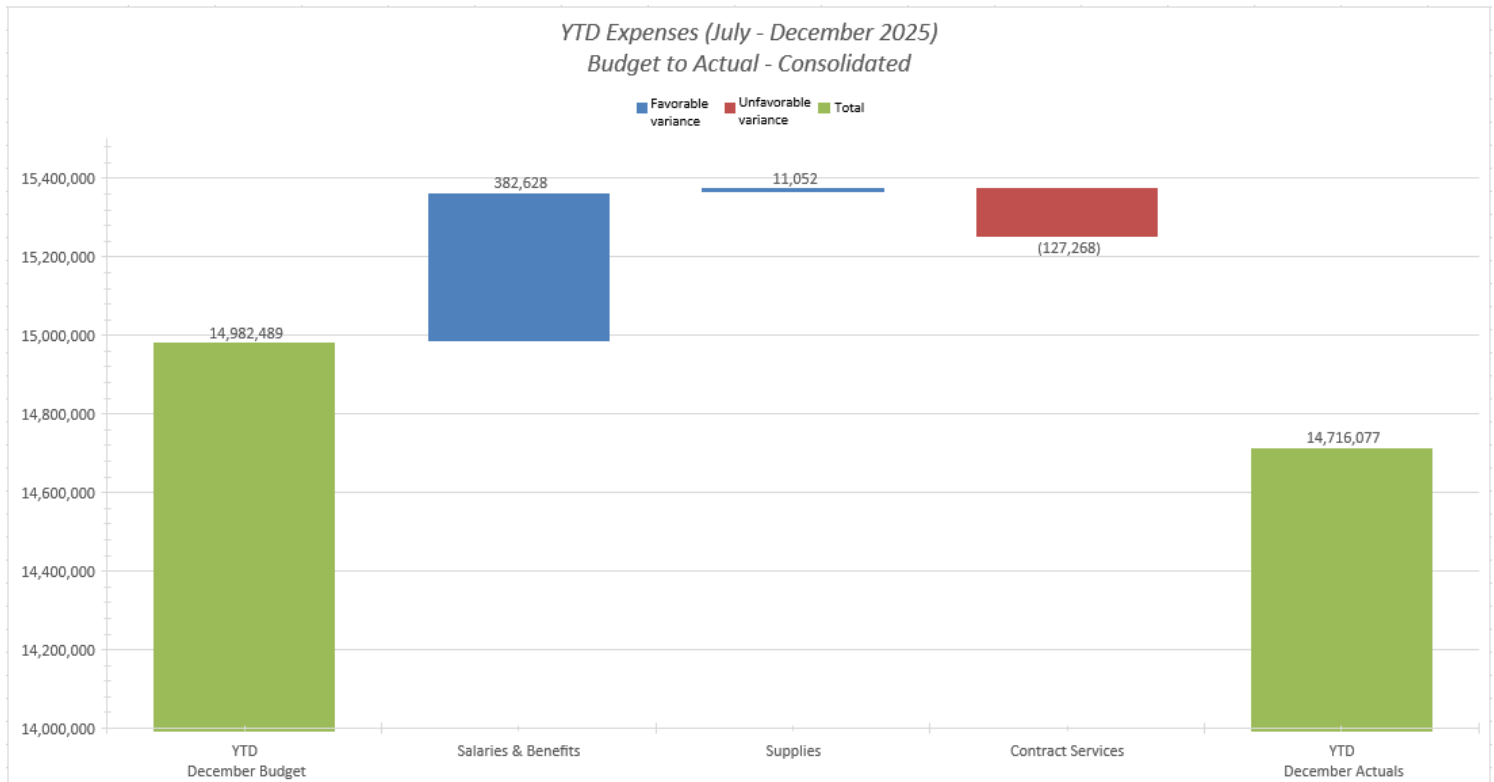
- 1. Salaries & Benefits:** \$13K savings, largely driven by PTO utilization during winter break; this variance is expected to normalize.
- 2. Supplies & Contract Services:** \$33K over budget, primarily related to increased participation in tuition reimbursement/student loan repayment program and a board-initiated investigation by YM&C.



Making Waves Academy Statement of Activities Consolidated As of December 31, 2025

| | Actuals | Budget | Variance |
|----------------------------|----------------------|----------------------|-------------------|
| Revenue | | | |
| Government Revenue | \$6,520,202 | \$6,548,702 | (\$28,500) |
| Interest Income | \$117,672 | \$119,383 | (\$1,711) |
| Non-JRSF Contributions | \$141,555 | \$139,751 | \$1,804 |
| JRSF Contributions | \$1,300,000 | \$1,300,000 | \$0 |
| Other Donations | \$0 | \$0 | \$0 |
| Total Revenue | \$8,079,429 | \$8,107,836 | (\$28,407) |
| Expenses | | | |
| Salaries & Benefits | \$8,898,848 | \$9,281,476 | \$382,628 |
| Supplies | \$980,918 | \$991,970 | \$11,052 |
| Contract Services | \$4,836,311 | \$4,709,043 | (\$127,268) |
| Total Expenses* | \$14,716,077 | \$14,982,489 | \$266,412 |
| Net Surplus/Deficit | (\$6,636,648) | (\$6,874,653) | \$238,005 |


*Total Expenditures does not include
Central Office Fees








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% |


| | A | B | C | D | E | F | G |
|----|---|----------------------------------|-------------------------------------|---|------------------|-------------------|--|
| 1 |  <p>MWA - "School" FY2026 Expenditure Budget Tracking Report Actuals vs. Preliminary Budget December 2025</p> | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | MWA Spending Budget | 1st Interim Budget FY2026 | 07.01.25 - 12.31.25- Actuals | 07.01.25 - 12.31.25 - 1st Interim Budget | Variance | % Variance | Notes |
| 7 | 1100 - Teacher Salaries | 5,517,062 | 2,388,575 | 2,530,133 | (141,558) | -6% | Savings from: • Pause recruitment for the following positions: -2 SPED Teachers -US Music Teacher -MS Math & Science Teacher |
| 8 | 1103 - Substitute Teacher Salaries | 365,705 | 132,106 | 167,614 | (35,508) | -21% | Savings from onboarding 2 onsite subs later than budgeted |
| 9 | 1200 - Certificated Pupil Support | 1,291,369 | 465,070 | 596,017 | (130,947) | -22% | Variance offsets account 2100 for the Teacher Assistants, budget will be shifted in 2nd interim |
| 10 | 1300 - Certificated Supervisor & Administrator Salaries | 1,483,719 | 655,775 | 684,966 | (29,191) | -4% | Timing variance for summer stipends, will even out as school year progress |
| 11 | 1409 - Special Temporary COLA | 992,500 | 459,500 | 454,896 | 4,604 | 1% | |
| 12 | 1900 - Certificated Other Salaries | 291,444 | 112,486 | 134,782 | (22,296) | -17% | Manager of SPED vacancy |
| 13 | 2100 - Classified Instructional Aide Salaries | 752,271 | 471,445 | 347,202 | 124,243 | 36% | Variance offset by account 1200 for Teacher Assistants, budget will be shifted in 2nd interim |
| 14 | 2200 - Classified Support Staff Salaries | 1,262,411 | 612,014 | 582,651 | 29,363 | 5% | Meal Premium and Overtime for non-exempt staff |
| 15 | 2300 - Classified Supervisor & Administrator Salaries | 256,808 | 113,347 | 118,527 | (5,180) | -4% | |
| 16 | 2400 - Classified Clerical and Office Salaries | 795,813 | 346,644 | 367,298 | (20,654) | -6% | Credit Recovery Specialist vacancy |
| 17 | 2900 - Classified Other Salaries | 258,480 | 113,983 | 119,299 | (5,316) | -4% | |
| 18 | Total Salaries | 13,267,582 | 5,870,945 | 6,103,385 | (232,440) | -4% | |
| 19 | 3101 - State Teachers Retirement System (STRS) | 1,693,049 | 651,146 | 662,010 | (10,864) | -2% | Savings from vacancies that we pause recruitment for |
| 20 | 3301 - Social Security and Medicare | 429,857 | 198,118 | 198,422 | (304) | 0% | |
| 21 | 3401 - Health & Welfare Benefits | 1,768,341 | 856,663 | 884,171 | (27,508) | -3% | |
| 22 | 3501 - Unemployment Insurance | 83,246 | 82,702 | 83,246 | (544) | -1% | |
| 23 | 3601 - Workers Comp Insurance | 172,476 | 32,245 | 75,004 | (42,759) | -57% | Workers Comp audit refund |
| 24 | 3701 - 403(B) Retirement Match | 118,685 | 23,072 | 46,685 | (23,613) | -51% | Less staff utilizing 403B matching benefit |
| 25 | 3999 - Accrued Paid Time Off | 62,091 | (629) | 31,033 | (31,662) | -102% | Variance is due to staff resignations with PTO paid out and staff taking PTO time during winter break |


| | A | B | C | D | E | F | G |
|----|---|----------------------------------|-------------------------------------|---|------------------|-------------------|---|
| 1 |  <p>MWA - "School" FY2026 Expenditure Budget Tracking Report Actuals vs. Preliminary Budget December 2025</p> | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | MWA Spending Budget | 1st Interim Budget FY2026 | 07.01.25 - 12.31.25- Actuals | 07.01.25 - 12.31.25 - 1st Interim Budget | Variance | % Variance | Notes |
| 26 | Total Benefits | 4,327,745 | 1,843,317 | 1,980,571 | (137,254) | -7% | |
| 27 | Total Salaries & Benefits | 17,595,327 | 7,714,262 | 8,083,956 | (369,694) | -5% | |
| 28 | | | | | | | |
| 29 | 4100 - Approved Textbooks and Core Curricula Mate | 128,975 | 92,356 | 85,602 | 6,754 | 8% | |
| 30 | 4200 - Books and Other Reference (Faculty and Staff | 3,400 | 928 | 2,909 | (1,981) | -68% | |
| 31 | 4315 - Custodial Supplies | 69,000 | 34,834 | 38,427 | (3,593) | -9% | |
| 32 | 4325 - Instructional Materials & Supplies | 383,268 | 167,461 | 184,153 | (16,692) | -9% | |
| 33 | 4330 - Office Supplies | 1,800 | 74 | 908 | (834) | -92% | |
| 34 | 4410 - Furniture, Equipment & Supplies (non-capitaliz | 81,500 | 42,107 | 42,734 | (627) | -1% | |
| 35 | 4420 - Computers and IT Supplies (non-capitalized) | 427,733 | 378,840 | 374,746 | 4,094 | 1% | |
| 36 | 4710 - Student Food Services | 317,000 | 195,273 | 187,543 | 7,730 | 4% | |
| 37 | 4910 - Emergency Supplies | 61,950 | 61,500 | 61,950 | (450) | -1% | |
| 38 | 4990 - Contingency | 12,000 | - | - | - | -100% | |
| 39 | Total Supplies | 1,486,626 | 973,373 | 978,972 | (5,599) | -1% | |
| 40 | 5210 - Conference and Professional Development | 90,900 | 49,517 | 58,716 | (9,199) | -16% | |
| 41 | 5215 - Travel - Mileage, Parking, Tolls | 6,608 | 449 | 1,007 | (558) | -55% | |
| 42 | 5220 - Travel - Airfare & Lodging | 36,225 | 6,449 | 10,413 | (3,964) | -38% | |
| 43 | 5225 - Travel - Meals | 14,500 | 630 | 1,682 | (1,052) | -63% | |
| 44 | 5305 - Professional Dues & Memberships | 19,800 | 6,026 | 15,146 | (9,120) | -60% | |
| 45 | 5421 - General Liability Insurance | 695,462 | 347,636 | 369,647 | (22,011) | -6% | Timing of invoice, will even out throughout the school year |
| 46 | 5510 - Utilities - Gas and Electric | 497,500 | 308,404 | 287,437 | 20,967 | 7% | True-up bills from PGE |
| 47 | 5515 - Janitorial and Gardening Services | 642,000 | 327,140 | 327,140 | - | 0% | |
| 48 | 5525 - Utilities - Waste | 71,000 | 40,692 | 37,556 | 3,136 | 8% | |
| 49 | 5530 - Utilities - Water | 83,000 | 53,170 | 50,152 | 3,018 | 6% | |
| 50 | 5605 - Equipment Leases and Rentals | 120,000 | 70,491 | 70,018 | 473 | 1% | |
| 51 | 5610 - Occupancy Rent | 1,932,880 | 966,438 | 966,438 | - | 0% | |
| 52 | 5612 - Facilities Use Fees | 19,000 | 2,375 | 6,938 | (4,563) | -66% | |


| | A | B | C | D | E | F | G |
|----|---|----------------------------------|-------------------------------------|---|-----------------|-------------------|---|
| 1 |  <p>MWA - "School" FY2026 Expenditure Budget Tracking Report Actuals vs. Preliminary Budget December 2025</p> | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | MWA Spending Budget | 1st Interim Budget FY2026 | 07.01.25 - 12.31.25- Actuals | 07.01.25 - 12.31.25 - 1st Interim Budget | Variance | % Variance | Notes |
| 53 | 5615 - Repairs and Maintenance - Building | 125,000 | 51,609 | 54,843 | (3,234) | -6% | |
| 54 | 5617 - Repairs and Maintenance - Non-computer Equ | 2,300 | - | - | - | -100% | |
| 55 | 5618 - Repairs & Maintenance - Auto | 20,000 | 2,833 | 3,600 | (767) | -21% | |
| 56 | 5806 - County Oversight Fees | 145,240 | - | - | - | -100% | |
| 57 | 5810 - Contracted Services | 720,617 | 236,567 | 244,546 | (7,979) | -3% | |
| 58 | 5810.001 - Food Service Administration | 1,000 | - | - | - | -100% | |
| 59 | 5810.003 - Student Transportation | 212,000 | 104,835 | 103,958 | 877 | 1% | |
| 60 | 5810.005 - Psychological Services | 70,000 | 31,250 | 26,179 | 5,071 | 19% | |
| 61 | 5810.006 - Substitute Teachers | 400,000 | 256,780 | 159,714 | 97,066 | 61% | Offset from account 1100 - Teacher salaries |
| 62 | 5810.008 - Information Technology | 883,984 | 713,710 | 717,498 | (3,788) | -1% | |
| 63 | 5811 - Student Exams Fees | 20,000 | - | - | - | -100% | |
| 64 | 5821 - Printing and Reproduction | 38,000 | 16,248 | 21,571 | (5,323) | -25% | |
| 65 | 5840 - Study Trip - Entrance, Admission, & Ticket Fee | 85,300 | 19,371 | 27,555 | (8,184) | -30% | |
| 66 | 5897 - Special Education | 705,942 | 509,838 | 468,520 | 41,318 | 9% | Increase services for SPED students |
| 67 | 5898 - Use Tax | 1,000 | - | - | - | -100% | |
| 68 | 5905 - Company Cell Phones | 34,000 | 18,849 | 18,152 | 697 | 4% | |
| 69 | 5910 - Internet | 96,000 | 44,923 | 46,597 | (1,674) | -4% | |
| 70 | 5915 - Postage and Delivery | 16,000 | 5,000 | 7,476 | (2,476) | -33% | |
| 71 | 5920 - Landlines and Office Based Phones | 12,000 | 5,755 | 5,778 | (23) | 0% | |
| 72 | 6900 - Depreciation and Amortization | 19,000 | 9,100 | 9,331 | (231) | -2% | |
| 73 | INCO.EXP - 5895 MWAS (Central Office) Fees | 1,452,400 | 726,156 | 726,196 | (40) | 0% | |
| 74 | Total Contract Services | 9,288,658 | 4,932,241 | 4,843,804 | 88,437 | 2% | |
| 75 | | | | | | | |


| | A | B | C | D | E | F | G |
|----|---|----------------------------------|-------------------------------------|---|------------------|-------------------|--------------|
| 1 |  <p>MWA - "School" FY2026 Expenditure Budget Tracking Report Actuals vs. Preliminary Budget December 2025</p> | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | MWA Spending Budget | 1st Interim Budget FY2026 | 07.01.25 - 12.31.25- Actuals | 07.01.25 - 12.31.25 - 1st Interim Budget | Variance | % Variance | Notes |
| 76 | Total Salaries & Benefits | 17,595,327 | 7,714,262 | 8,083,956 | (369,694) | -5% | |
| 77 | Total Supplies | 1,486,626 | 973,373 | 978,972 | (5,599) | -1% | |
| 78 | Total Contract Services | 9,288,658 | 4,932,241 | 4,843,804 | 88,437 | 2% | |
| 79 | Total Expenses | 28,370,611 | 13,619,876 | 13,906,732 | (286,856) | -2% | |


| | A | B | C | D | E | F | G |
|----|---|----------------------------------|-------------------------------------|---|-----------------|-------------------|--|
| 1 |  MWA Central Office FY2026 Expenditure Budget Tracking Report Actuals vs. Preliminary Budget December 2025 | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | MWAS (Central Office) Spending Budget | 1st Interim Budget FY2026 | 07.01.25 - 12.31.25- Actuals | 07.01.25 - 12.31.25 - 1st Interim Budget | Variance | % Variance | Notes |
| 7 | 1409 - Special Temporary COLA | 84,000 | 38,500 | 38,500 | - | 0% | |
| 8 | 2300 - Classified Supervisor & Administrator Salaries | 1,375,549 | 632,063 | 634,869 | (2,806) | 0% | |
| 9 | 2400 - Classified Clerical and Office Salaries | 520,397 | 246,207 | 240,183 | 6,024 | 3% | |
| 10 | Total Salaries | 1,979,946 | 916,770 | 913,552 | 3,218 | 0% | |
| 11 | 3101 - State Teachers Retirement System (STRS) | 72,198 | 33,044 | 30,761 | 2,283 | 7% | |
| 12 | 3301 - Social Security and Medicare | 115,330 | 52,277 | 53,229 | (952) | -2% | |
| 13 | 3401 - Health & Welfare Benefits | 252,280 | 139,311 | 126,140 | 13,171 | 10% | |
| 14 | 3501 - Unemployment Insurance | 12,952 | 12,951 | 12,952 | (1) | 0% | |
| 15 | 3601 - Workers Comp Insurance | 25,741 | 6,199 | 12,871 | (6,672) | -52% | |
| 16 | 3701 - 403(B) Retirement Match | 49,972 | 27,197 | 23,064 | 4,133 | 18% | |
| 17 | 3999 - Accrued Paid Time Off | 49,923 | (3,163) | 24,951 | (28,114) | -113% | Variance is due to staff taking PTO time during winter break, variance will even out as school year progress |
| 18 | Total Benefits | 578,396 | 267,816 | 283,968 | (16,152) | -6% | |
| 19 | Total Salaries & Benefits | 2,558,342 | 1,184,586 | 1,197,520 | (12,934) | -1% | |
| 20 | | | | | | | |
| 21 | 4200 - Books and Other Reference (Faculty and Staff | 1,550 | - | 1,326 | (1,326) | -100% | |
| 22 | 4330 - Office Supplies | 8,700 | 4,253 | 4,388 | (135) | -3% | |
| 23 | 4410 - Furniture, Equipment & Supplies (non-capitaliz | 1,000 | - | 708 | (708) | -100% | |
| 24 | 4420 - Computers and IT Supplies (non-capitalized) | 10,200 | 3,292 | 6,576 | (3,284) | -50% | |
| 25 | 4990 - Contingency | 10,000 | - | - | - | -100% | |
| 26 | Total Supplies | 31,450 | 7,545 | 12,998 | (5,453) | -42% | |
| 27 | 5210 - Conference and Professional Development | 28,500 | 1,445 | 18,409 | (16,964) | -92% | |
| 28 | 5215 - Travel - Mileage, Parking, Tolls | 3,825 | 75 | 583 | (508) | -87% | |
| 29 | 5220 - Travel - Airfare & Lodging | 9,000 | 981 | 2,587 | (1,606) | -62% | |
| 30 | 5225 - Travel - Meals | 4,200 | 252 | 488 | (236) | -48% | |
| 31 | 5305 - Professional Dues & Memberships | 32,500 | 25,782 | 24,861 | 921 | 4% | |
| 32 | 5605 - Equipment Leases and Rentals | 5,000 | 2,380 | 2,626 | (246) | -9% | |

| | A | B | C | D | E | F | G |
|----|---|----------------------------------|-------------------------------------|---|-----------------|-------------------|---|
| 1 |  <p>MWA Central Office FY2026 Expenditure Budget Tracking Report Actuals vs. Preliminary Budget December 2025</p> | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | MWAS (Central Office) Spending Budget | 1st Interim Budget FY2026 | 07.01.25 - 12.31.25- Actuals | 07.01.25 - 12.31.25 - 1st Interim Budget | Variance | % Variance | Notes |
| 33 | 5803 - Accounting Fees | 38,390 | 32,341 | 32,690 | (349) | -1% | |
| 34 | 5804 - Legal Fees | 50,000 | 79,340 | 39,217 | 40,123 | 102% | Board initiated investigation |
| 35 | 5810 - Contracted Services | 412,000 | 267,161 | 259,836 | 7,325 | 3% | |
| 36 | 5810.002 - Student Information & Assessment | 75,040 | 57,234 | 63,313 | (6,079) | -10% | |
| 37 | 5810.008 - Information Technology | 78,469 | 77,575 | 61,916 | 15,659 | 25% | |
| 38 | 5820 - Recruiting - Students | 5,000 | - | - | - | -100% | |
| 39 | 5821 - Printing and Reproduction | 2,000 | - | 1,135 | (1,135) | -100% | |
| 40 | 5850 - Staff Recruitment | 30,000 | 18,592 | 19,208 | (616) | -3% | |
| 41 | 5851 - Continuing Education Support | 20,000 | 20,706 | 17,469 | 3,237 | 19% | More staff utilizing tuition reimbursement / student loan repayment program |
| 42 | 5853 - Payroll Processing Fees | 66,000 | 28,151 | 27,309 | 842 | 3% | |
| 43 | 5905 - Company Cell Phones | 7,500 | - | 4,004 | (4,004) | -100% | |
| 44 | 5915 - Postage and Delivery | 4,750 | 1,712 | 2,220 | (508) | -23% | |
| 45 | 5992 - Bank fees (not interest charges) | 24,000 | 16,499 | 13,564 | 2,935 | 22% | |
| 46 | Total Contract Services | 896,174 | 630,226 | 591,435 | 38,791 | 7% | |
| 47 | | | | | | | |
| 48 | Total Salaries & Benefits | 2,558,342 | 1,184,586 | 1,197,520 | (12,934) | -1% | |
| 49 | Total Supplies | 31,450 | 7,545 | 12,998 | (5,453) | -42% | |
| 50 | Total Contract Services | 896,174 | 630,226 | 591,435 | 38,791 | 7% | |
| 51 | Total Expenses | 3,485,966 | 1,822,357 | 1,801,953 | 20,404 | 1% | |

| | A | B | S | T | U | V | W |
|----|---|----------------------------------|-------------------------------------|---|-----------------|-------------------|---------------------------------|
| 6 |  MWA Consolidated - FY2026 Revenue Budget to Actual Actuals vs. Preliminary Budget December 2025 | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | MWA Revenue Budget | 1st Interim Budget FY2026 | 07.01.25 - 12.31.25- Actuals | 07.01.25 - 12.31.25 - 1st Interim Budget | Variance | % Variance | Notes |
| 12 | Revenue | | | | | | |
| 13 | 8011 - State Aid - General Apportionment | 6,882,604 | 3,072,920 | 3,072,919 | (1) | 0% | |
| 14 | 8012 - Prop 30 - Education Protection Account Entitlement | 3,314,471 | 675,286 | 675,286 | - | 0% | |
| 15 | 8096 - In Lieu of Property Taxes | 3,991,278 | 1,037,732 | 1,037,732 | - | 0% | |
| 16 | 8181 - Federal - Special Education | 156,310 | - | - | - | 0% | |
| 17 | 8220 - Federal - Child Nutrition Programs | 277,263 | 100,408 | 90,412 | (9,996) | -11% | |
| 18 | 8290 - Federal - Title I - Basic Grant | 388,374 | 92,815 | 92,815 | - | 0% | |
| 19 | 8295 - Federal - Title II - Teacher and Principal Training | 52,005 | 11,556 | 11,556 | - | 0% | |
| 20 | 8296 - Federal - Title III - LEP | 35,621 | 8,324 | 8,324 | - | 0% | |
| 21 | 8297 - Federal - Title IV, Part A - Student Support | 24,000 | 6,893 | 6,893 | - | 0% | |
| 22 | 8311 - State - Special Education | 943,916 | 349,247 | 434,587 | 85,340 | 20% | Timing of receiving Dec portion |
| 23 | 8313 - State - Special Education - Level 2 Mental Health Funding | 85,477 | - | - | - | 0% | |
| 24 | 8314 - State - Special Education - Level 3 Mental Health Funding | 13,008 | | - | | | |
| 25 | 8319 - State - Other Revenues - Prior Years | | 29,165 | - | (29,165) | 0% | |
| 26 | 8520 - State - Child Nutrition Programs | 164,356 | 84,278 | 79,282 | (4,996) | -6% | |
| 27 | 8526 - State - Expanded Learning Opportunities Program | 370,000 | 175,002 | 183,332 | 8,330 | 5% | |
| 28 | 8527 - State - Educator Effectiveness | 155,335 | 77,670 | 77,670 | - | 0% | |
| 29 | 8528 - State - A-G Completion Improvement Grant | 271,377 | 135,690 | 135,690 | - | 0% | |
| 30 | 8531 - State - Arts, Music, and Instructional Materials Discretionary Block Grant | 312,247 | 156,126 | 156,126 | - | 0% | |
| 31 | 8532 - State - Learning Recovery Emergency Block Grant | 544,724 | 250,002 | 268,637 | 18,635 | 7% | |
| 32 | 8545 - State - School Facilities | 1,186,089 | - | - | - | 0% | |
| 33 | 8550 - State - Mandate Block Grant | 39,423 | 39,648 | - | (39,648) | 0% | |
| 34 | 8560 - State - Lottery | 265,048 | - | - | - | 0% | |

| | A | B | S | T | U | V | W |
|-----|--|--|---|---|-----------------|-------------------|--------------|
| 6 |  <p>MWA Consolidated - FY2026 Revenue Budget to Actual Actuals vs. Preliminary Budget December 2025</p> | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | MWA Revenue Budget | 1st Interim Budget FY2026 | 07.01.25 - 12.31.25- Actuals | 07.01.25 - 12.31.25 - 1st Interim Budget | Variance | % Variance | Notes |
| 35 | 8590 - State - Other Revenue | 61,442 | | | | | |
| 36 | 8596 - State - Prop 28 Arts & Music in Schools (AMS) funding | 272,267 | 136,134 | 136,134 | - | 0% | |
| 37 | 8597 - State - Career Technical Education Incentive Grant | 81,307 | 81,307 | 81,307 | - | 0% | |
| 38 | 8621 - Local - Parcel Taxes | 302,649 | - | - | - | 0% | |
| 39 | 8811 - Interest Income | 234,180 | 117,671 | 119,383 | 1,712 | 1% | |
| 40 | 8980 - Contributions - Unrestricted | 200,000 | 141,555 | 139,751 | (1,804) | -1% | |
| 41 | 8981 - John Regina Scully (JRS) | 9,814,406 | 1,300,000 | 1,300,000 | - | 0% | |
| 42 | 8986 - School Supply Fund Donations | 6,000 | - | - | - | 0% | |
| 43 | 8988 - In-Kind Donations | 9,000 | - | - | - | 0% | |
| 44 | | | | | | | |
| 45 | Total Revenues | 30,454,177 | 8,079,429 | 8,107,836 | 28,407 | 0% | |
| 46 | | | | | | | |
| 49 | <u>YTD Revenue Non-SRE</u> | | | | | | |
| 137 | | | | | | | |
| 138 | MWA Non-SRE Revenue | | | | | | |
| 139 | | | | | | | |
| 140 | Total Governmental Revenue | 20,190,591 | 6,520,202 | | | | |
| 141 | Total Grants, Interest Income, and non-SRE donations | 449,180 | 259,226 | | | | |
| 142 | Total external sources of revenue | 20,639,771 | 6,779,429 | | | | |
| 143 | | | | | | | |
| 144 | Cumulative Revenues | | 6,779,429 | | | | |
| 145 | % of FY2026 Annual budget | | 33% | | | | |
| 146 | | | | | | | |
| 147 | | | | | | | |
| 148 | Total student count (EOM) - 95% ADA | | 956 | | | | |
| 149 | | | | | | | |
| 150 | Governmental revenue/student | | \$6,822 | | | | |
| 151 | Grants and non-SRE donations/student | | \$271 | | | | |
| 152 | Total external revenues per student | | \$7,094 | | | | |

| | A | B | C | D |
|----|---|-------------------|------------------|------------------|
| 1 |  <p>Making Waves Academy Statement of Financial Position December 2025</p> | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | 06/30/2025 | 12/31/2025 | |
| 7 | | Actual | Actual | Period Diff |
| 8 | Assets | | | |
| 9 | Current Assets | | | |
| 10 | Cash and Cash Equivalents | | | |
| 11 | 9120.101 - *5882 BB ZBA Payroll | (2,242) | (3,576) | 1,334 |
| 12 | 9120.102 - *5358 BB ICS | 2,730,233 | 3,096,052 | (365,819) |
| 13 | 9120.103 - *8637 BB Operating | 6,436 | 4,993 | 1,443 |
| 14 | 9120.300 - *3822 MWA Chase - Operations Cash | 3,360,384 | 3,416,456 | (56,072) |
| 15 | 9120.301 - *3798 MWA Chase - Fundraising and Club Monies | 250,792 | 261,603 | (10,811) |
| 16 | 9120.450 - *3250 VG Brokerage Accounts | - | 37,063 | (37,063) |
| 17 | Total Cash and Cash Equivalents | 6,345,603 | 6,812,591 | (466,988) |
| 18 | Accounts Receivable, Net | | | |
| 19 | Accounts Receivable | | | |
| 20 | 9210 - Accounts Receivable (not grants or pledges) | 9,430,753 | 275,826 | 9,154,927 |
| 22 | Total Accounts Receivable, Net | 9,430,753 | 275,826 | 9,154,927 |
| 23 | Other Current Assets | | | |
| 24 | Prepaid Expenses | | | |
| 25 | 9331 - Prepaid and Deposits - Current Portion (non-employee) | 293,805 | 1,052,386 | (758,581) |
| 27 | Total Other Current Assets | 293,805 | 1,052,386 | (758,581) |
| 28 | Total Current Assets | 16,070,161 | 8,140,803 | 7,929,358 |
| 29 | Long-term Assets | | | |
| 30 | Property & Equipment | | | |
| 31 | 9460 - Leasehold Improvements | 435,813 | 435,813 | - |
| 32 | 9470 - Vehicles | 22,400 | 22,400 | - |
| 33 | 9461 - AD - Leasehold Improvements | (202,719) | (211,819) | 9,100 |
| 34 | 9471 - AD - Vehicles | (22,400) | (22,400) | - |
| 35 | Total Property & Equipment | 233,094 | 223,994 | 9,100 |
| 36 | Other Long-term Assets | | | |
| 37 | Other Assets | | | |
| 38 | 9475 - Right of Use Asset | 154,670 | 154,670 | - |
| 40 | Total Other Assets | 52,977 | 31,574 | 21,403 |
| 41 | Total Other Long-term Assets | 52,977 | 31,574 | 21,403 |
| 42 | Total Long-term Assets | 286,070 | 255,568 | 30,502 |
| 43 | Total Assets | 16,356,231 | 8,396,371 | 7,959,860 |

| | A | B | C | D |
|-----|---|-------------------|------------------|------------------|
| 1 |  <p>Making Waves Academy Statement of Financial Position December 2025</p> | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | 06/30/2025 | 12/31/2025 | |
| 7 | | Actual | Actual | Period Diff |
| 44 | Liabilities and Net Assets | | | |
| 45 | Liabilities | | | |
| 46 | Short-term Liabilities | | | |
| 47 | Accounts Payable | | | |
| 48 | 9500 - Accounts Payable | 1,413,972 | 857,485 | 556,487 |
| 49 | 9500.999 - Employee Expense Payables | 116 | - | 116 |
| 50 | 9520.497 - CC*6315 Chase | 37,460 | 10,986 | 26,474 |
| 51 | 9590 - Due to Grantor Governments | 760,400 | 760,400 | - |
| 52 | Total Accounts Payable | 2,211,948 | 1,628,871 | 583,077 |
| 53 | Accrued Liabilities | | | |
| 54 | 9601 - Payroll Liabilities | 299,433 | - | 299,433 |
| 55 | 9602 - Benefits Liabilities | 28,120 | 11,848 | 16,272 |
| 56 | 9603 - Accrued Paid Time Off Liability | 471,272 | 467,480 | 3,792 |
| 57 | 9620 - Funds Held for Others (Student Groups and Agencies) | 29,770 | 34,549 | (4,779) |
| 58 | 9625 - Funds Held for Chromebook | 11,455 | 24,457 | (13,002) |
| 59 | 9630 - Funds Held for Summer Holdback | 268,425 | 163,624 | 104,801 |
| 60 | Total Accrued Liabilities | 1,108,475 | 701,958 | 406,517 |
| 61 | Deferred Revenue | 3,290,639 | 2,979,688 | 310,951 |
| 62 | Total Short-term Liabilities | 6,611,062 | 5,310,517 | 1,300,545 |
| 63 | Long Term Liabilities | | | |
| 64 | Other Long-term Liabilities | | | |
| 65 | Other Liabilities | | | |
| 68 | Total Other Long-term Liabilities | 53,331 | 30,664 | 22,667 |
| 69 | Total Long Term Liabilities | 53,331 | 30,664 | 22,667 |
| 70 | Total Liabilities | 6,664,393 | 5,341,181 | 1,323,212 |
| 71 | | | | |
| 72 | Net Assets | | | |
| 73 | 9800 - Equity | | | |
| 74 | Beginning Net Assets* | 9,756,300 | 9,691,838 | 64,462 |
| 75 | Change In Net Assets** | (64,462) | (6,636,648) | 6,572,186 |
| 76 | Total Net Assets | 9,691,838 | 3,055,190 | 6,636,648 |
| 77 | Total Liabilities and Net Assets | 16,356,231 | 8,396,371 | 7,959,860 |
| 139 | * Beginning net assets refer to the net assets on the first day of the fiscal year. | | | |
| 140 | ** Change in net assets refer to the changes in net assets between the first day of the fiscal year and the balance sheet date. | | | |



Making Waves Academy
Cashflow Projections

| | Actuals | Actuals | Actuals | Actuals | Actuals | Actuals | Estimate | Estimate | Estimate | Estimate | Estimate | Estimate | Estimate |
|--|--------------------|--------------------|------------------|------------------|--------------------|--------------------|------------------|------------------|--------------------|------------------|------------------|------------------|---------------------|
| Descriptions | Jul-25 | Aug-25* | Sep-25 | Oct-25 | Nov-25 | Dec-25 | Jan-26* | Feb-26 | Mar-26 | Apr-26 | May-26 | Jun-26* | Total |
| Beginning Cash | 6,345,603 | 6,528,923 | 5,624,825 | 9,900,130 | 9,653,582 | 8,453,168 | 6,812,591 | 8,504,708 | 8,092,203 | 8,187,782 | 7,418,421 | 7,312,596 | 6,345,603 |
| Cash In | | | | | | | | | | | | | |
| Government | 208,080 | 647,145 | 1,460,445 | 2,131,944 | 997,413 | 1,102,528 | 2,650,764 | 1,621,696 | 864,883 | 2,013,546 | 2,429,127 | 3,370,769 | 19,498,340 |
| Donation (Non-SRE) | 356 | 379 | 456 | 101,254 | 37,006 | 2,104 | 6,014 | 54 | 54 | 54 | 585 | 9,059 | 157,376 |
| Investments & Sale of Fixed Assets | 17,670 | 16,258 | 18,497 | 25,232 | 22,211 | 17,803 | 17,000 | 19,515 | 19,515 | 19,515 | 19,515 | 21,449 | 234,180 |
| Total Cash In | 226,106 | 663,782 | 1,479,398 | 2,258,430 | 1,056,630 | 1,122,435 | 2,673,778 | 1,641,265 | 884,452 | 2,033,115 | 2,449,228 | 3,401,277 | 19,889,896 |
| Cash Out** | | | | | | | | | | | | | |
| MWA | 1,534,095 | 2,713,231 | 2,126,371 | 2,278,930 | 2,052,183 | 2,089,395 | 2,587,275 | 2,044,052 | 2,229,537 | 2,156,647 | 2,244,843 | 2,829,501 | 26,886,062 |
| MWAS (Central Office) | 207,240 | 349,495 | 296,159 | 274,270 | 373,202 | 280,905 | 363,992 | 247,136 | 266,729 | 323,166 | 271,758 | 389,532 | 3,643,584 |
| Total Cash Out | 1,741,335 | 3,062,726 | 2,422,530 | 2,553,200 | 2,425,385 | 2,370,300 | 2,951,267 | 2,291,188 | 2,496,266 | 2,479,813 | 2,516,601 | 3,219,033 | 30,529,646 |
| Net Change In Cash (In - Out) | (1,515,229) | (2,398,944) | (943,132) | (294,770) | (1,368,755) | (1,247,865) | (277,488) | (649,923) | (1,611,814) | (446,698) | (67,373) | 182,243 | (10,639,750) |
| Net Change in Cash from Operating Activities | 183,320 | (2,904,098) | (1,224,695) | (246,548) | (1,200,414) | (1,640,577) | (307,882) | (412,506) | (1,404,421) | (769,361) | (105,825) | (7,496,287) | (17,529,294) |
| JRSF Contributions - FY2025-26 | - | - | 1,300,000 | - | - | - | 2,000,000 | - | 1,500,000 | - | - | 5,014,406 | 9,814,406 |
| JRSF Pledge Receivable - FY2024-25*** | | 2,000,000 | 4,200,000 | | | | | | | | | | 6,200,000 |
| Ending Cash | 6,528,923 | 5,624,825 | 9,900,130 | 9,653,582 | 8,453,168 | 6,812,591 | 8,504,708 | 8,092,203 | 8,187,782 | 7,418,421 | 7,312,596 | 4,830,715 | 4,830,715 |
| Deferred Revenue - Restricted**** | 4,056,041 | 3,785,242 | 2,904,143 | 2,701,783 | 2,972,585 | 2,979,688 | 2,777,328 | 2,574,968 | 2,372,608 | 2,170,248 | 1,967,888 | 1,765,528 | |
| Unrestricted Cash | 2,472,882 | 1,839,583 | 6,995,987 | 6,951,799 | 5,480,583 | 3,832,903 | 5,727,380 | 5,517,235 | 5,815,174 | 5,248,173 | 5,344,708 | 3,065,187 | |
| Date Needed | | 8/20/2025 | 9/19/2025 | | | | 1/30/2026 | | 3/15/2025 | | | | |
| Notes: | | | | | | | | | | | | | |
| *Three payrolls Funded | | | | | | | | | | | | | |
| **Does not include non-cash items (i.e.: vacation, depreciation, and MWAS (Central Office) Fees to school) | | | | | | | | | | | | | |
| Cash request from JRSF for FY2025-26 | | | | | | | | | | | | | |
| ***Cash request from JRSF grant pledge of \$6.2M accrued on 06/30/25 | | | | | | | | | | | | | |
| ****Reclassified Teacher Residency Grant from Deferred Revenue to AP account Due to Grantor in Sept | | | | | | | | | | | | | |

Coversheet

LCAP Mid-Year Update

Section: IV. Non-Action Items
Item: B. LCAP Mid-Year Update
Purpose: Discuss
Submitted by:
Related Material: LCAP Mid-Year Updates 2025-26.pdf

BACKGROUND:

The LCAP Mid-Year Update informs both the board and the community of how MWA's progress on our 3-year action plan is progressing so far this school year. This is an accountability measure to ensure that we are continuously tracking our progress and carrying out our LCAP actions.



LCAP 2025-26 Mid-Year Update Report

January 26, 2026

Contents:

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

Background Information:

In accordance with California Education Code sections 47606.5(e) and 52062(a)(6), MWA is providing a detailed report on the mid-year 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 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 LCAPs](#) available on our website.

LCAP Updates

This year's LCAP report reflects several important updates to our staffing, actions, and data reporting practices. **Several new leadership roles have supported the implementation of LCAP actions and the development of this year's report**, including our new ELD Coordinator, Director of Special Education, Director of Student Support Services, and Middle School Division Director, as well as the addition of an ELA Instructional Coach and an Associate Director of Career Development and Internship.

Our LCAP includes **new and updated actions supported by Learning Recovery Emergency Block Grant (LREBG) allocations through 2027**. Additional details on these actions can be found in the Goal Action Implementation and Expenditure Data Updates section.

Changes have also been made to how **LCAP metrics are recorded and presented to improve clarity and support more meaningful year-to-year comparisons**, as previously requested by the Board. These updates are described in greater detail in the Goal Metric Outcome Data Updates section. This year's LCAP report reflects several important updates to our staffing, actions, and data reporting practices.

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?

| | |
|---|--------------------|
| Budget Overview for Parents | 3 |
| Mid-Year LCAP Expenditures | 4 |
| Goal Action Implementation and Expenditure Data Updates | 5 |
| Goal 1: Support for All Learners | 6 |
| Goal 2: College and Career Readiness | 11 |
| Goal 3: Diversity, Equity, and Inclusion | 14 |
| Goal Metric Outcome Data Updates | 18 |
| Goal 1: Support for All Learners | 20 |
| Goal 2: College and Career Readiness | 27 |
| Goal 3: Diversity, Equity, and Inclusion | 31 |

Budget Overview for Parents

In this section, we present a concise financial snapshot outlining the allocation and utilization of funds in the 2025-26 fiscal year. The table below provides a breakdown of funding sources as of MWA's **1st Interim Budget Report in 2025-26**. 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 2025-26 | 1st Interim 2025-26 | Difference |
|--|------------------|---------------------|----------------|
| LCFF General Fund | \$14,482,437.00 | \$14,188,353.00 | \$294,084.00 |
| LCFF Supplemental & Concentration Grants (Included in Total LCFF Funding) | \$2,986,607.00 | | \$2,986,607.00 |
| Total LCFF Funds | \$14,482,437.00 | \$14,188,353.00 | \$294,084.00 |
| LREBG Funds | \$544,724.00 | \$544,724.00 | \$0.00 |
| All Other State Funds | \$4,555,154.00 | \$4,523,941.00 | \$31,213.00 |
| All Local Funds (Including Philanthropy and Donations) | \$8,047,067.00 | \$8,230,020.00 | -\$182,953.00 |
| All Federal Funds | \$937,198.00 | \$933,573.00 | \$3,625.00 |
| Total Projected Revenue (All Public Funds) | \$28,566,580.00 | \$28,420,611.00 | \$145,969.00 |
| Total Budgeted General Funds Expenditures | \$28,516,580.00 | \$28,370,611.00 | \$145,969.00 |

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 | \$4,674,682 | \$2,337,341 |
| Goal 2: College and Career Readiness | \$2,195,240 | \$1,097,620 |
| Goal 3: Diversity, Equity, and Inclusion | \$2,185,952 | \$1,092,976 |
| Total Mid-Year LCAP Expenditures | \$9,055,874.00 | \$4,527,937.00 |

Goal Action Implementation and Expenditure Data Updates

In this section, we present **Implementation and Expenditure Data Updates**, providing a detailed explanation of progress toward our overarching LCAP goals. The tables below are organized by goal and include both **updated and newly added actions**, offering insight into the strategies implemented to support these objectives. Information provided includes the implementation status of each action, updates on the budget allocated by goal, and a snapshot of mid-year expenditures.

This year's report includes **updates to the following existing actions**:

- **Action 1.4:** Improve Academic Outcomes for Special Education Students
- **Action 1.5:** Enhancing the Learning Environment for English Learners Through Staff Professional Development

In addition, the report includes **new actions for which implementation reflections are being presented for the first time**, establishing a baseline for future monitoring:

- **Action 1.7:** Academic Support
- **Action 2.4:** Postsecondary Readiness Pathways
- **Action 3.5:** SEL Support
- **Action 3.6:** 504 Coordination and Implementation

This breakdown provides a comprehensive view of the steps taken, their current status, and the financial resources supporting each action, with input provided by staff members including MWA's Division Directors, Assistant Principals, Deans, Social Worker, CCC team, Student Activities Coordinators, and other contributing staff.

For detailed information on our actions, please see [MWA's LCAPs](#) 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 |
|---|----------------------------|--|----------------------|-----------------------|
| Action 1.1: Enhancing Instructional Capacity and Professional Growth | Partially Effective | <p>This action has been implemented largely as planned, with professional development, coaching, and observation systems fully in place. A differentiated beginning-of-year bootcamp supported both new and returning teachers, while a consistent Friday professional development structure balanced academy-wide priorities with grade-level and content-area collaboration. Instructional coaching and regular classroom observations have strengthened alignment to grade-level standards and instructional expectations, with increased use of language supports for English Learners and clearer learning objectives evident in lesson plans.</p> <p>At the same time, implementation remains uneven across classrooms, particularly in translating professional development into sustained instructional practice and consistently applying differentiation for diverse learners. Vertical alignment meetings were introduced this year and show promise but are still in early stages, with continued coaching and more instructionally focused professional development underway to improve consistency and depth of practice.</p> <p>How Feedback Has Been Incorporated: Teacher feedback, collected through surveys, coaching conversations, and collaborative meetings across grade levels and contents, has directly informed adjustments to Friday professional development (PD) structures, focus areas, and coaching priorities. This ongoing feedback cycle is being used to refine professional learning experiences and better align support to teacher and student needs.</p> | \$357,709.00 | \$178,854.50 |

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| <p>Action 1.2: Strengthening Tier 1 Instruction and Differentiation</p> | <p>Partially Effective</p> | <p>This action has been partially implemented, with instructional leaders and coaches meeting regularly with teachers through observation and debrief cycles guided by the Instructional Partners Guide (IPG). These meetings have supported collaboration, strategy sharing, and increased use of research-based planning practices, including backward design and a focus on rigor and productive struggle. While instructional support structures are in place, consistent implementation of research-based unit and lesson planning across all classrooms remains uneven. Not all teachers consistently cite standards, success criteria, or accommodations, and systems for reviewing student work from English Learners, Long-Term English Learners, students with disabilities, and other at-risk students are still developing. Planned family-facing communication and clearer protocols for examining subgroup student work are scheduled for the spring to strengthen alignment and consistency.</p> <p>How Feedback Has Been Incorporated: Feedback from coaching cycles, professional learning community (PLC) discussions, and instructional leadership meetings has been used to refine planning expectations, adjust meeting structures, and provide more targeted instructional support. Identified needs have informed the development of protocols for reviewing English learner (EL) and students with disabilities (SWD) student work, plans for family engagement around instructional practices, and decisions to strengthen curriculum coherence across departments.</p> | <p>\$1,900,765.00</p> | <p>\$950,382.50</p> |
| <p>Action 1.3: Enhancing Progress Monitoring and Data Analysis</p> | <p>Partially Effective</p> | <p>This action has been partially implemented, with foundational systems for data analysis and progress monitoring established across the school. Teachers have participated in PD focused on analyzing formative and summative assessment data, and data dives and student data chats have been implemented to support instructional adjustments and goal-setting. The use of disaggregated data is becoming a norm in PLCs and school-wide meetings, supporting more targeted discussions around student needs. Diagnostic and midyear assessment data (including i-Ready, SBAC, ELPAC, and climate data) have been used to inform cohort placement and instructional planning, particularly for new students. However, full implementation has been slowed by the delayed rollout of the Tableau data visualization tool and the learning curve associated with new assessment platforms, limiting immediate access to actionable data and the ability to measure progress at this</p> | <p>\$606,728.00</p> | <p>\$303,364</p> |

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| | | <p>point in the year.</p> <p>How Feedback Has Been Incorporated: Feedback from teachers and school leaders has directly informed the prioritization of the Tableau data hub launch and the refinement of assessment administration and data turnaround protocols. Identified needs around data literacy and platform navigation have resulted in targeted professional development sessions and continued support through PLCs and assessment working groups to strengthen effective data use in instructional decision-making.</p> | | |
| <p>Action 1.4: Improve Academic Outcomes for Special Education Students*</p> | | <p>This action has been partially implemented, with increased emphasis on inclusive practices and targeted instructional supports for students with disabilities. The middle school has transitioned to a full inclusion model with supplemental small-group pull-out services for students with significant skill gaps, while the high school has strengthened the structure of SAI blocks through direct coaching and clearer instructional expectations. The special education team has focused on establishing small-group instruction, improving collaboration with general education teachers, and ensuring all IEPs are held on time, with follow-up meetings conducted for students experiencing academic challenges. While instructional structures and compliance practices have improved, statewide assessment data indicates a decline in overall ELA and math performance for students with disabilities, highlighting the need for continued refinement of instructional practices and progress monitoring. Challenges related to assessment integrity, inconsistent implementation of accommodations, and significant incoming academic gaps continue to impact outcomes.</p> <p>How Feedback Has Been Incorporated: Feedback from families, teachers, and observations has informed adjustments to SAI instructional structures, increased coaching for special education teachers, and clearer expectations for inclusive practices. Identified needs around assessment accuracy and accessibility have resulted in planned professional development on test administration and proctoring, revisions to IEP goals and accommodations to improve clarity for general education teachers, and increased communication and collaboration with families and staff to better support student progress.</p> | <p>\$698,901.00</p> | <p>\$349,450.50</p> |

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| <p>Action 1.5: Enhancing the Learning Environment for English Learners Through Staff PD</p> | <p>Partially Effective</p> | <p>This action has been partially implemented, with targeted professional development provided primarily to designated ELD teachers. Professional learning this year has focused largely on curriculum orientation and ELPAC preparation in response to immediate instructional and assessment needs, resulting in adjustments to the original PD scope and sequence. In addition to formal sessions, ongoing bi-monthly check-ins with ELD teachers have supported discussions around student progress, instructional practices, and targeted areas for growth. However, schoolwide professional development focused on integrated EL strategies has not yet been fully implemented, limiting consistent scaffolding practices across general education classrooms. While some growth is evident in ELD course assessments, inconsistent academic outcomes for English Learners indicate a need to deepen and expand integrated instructional supports.</p> <p>How Feedback Has Been Incorporated: Feedback from ELD teachers and instructional staff has informed shifts in professional development priorities to better align with current classroom demands, including increased emphasis on ELPAC preparation and curriculum-specific needs. Ongoing feedback is also guiding the development of more content-specific EL strategy support in collaboration with instructional coaches and content leads, moving away from a general, one-size-fits-all PD approach.</p> | <p>\$404,371.00</p> | <p>\$202,185.50</p> |
| <p>Action 1.6: Language Acquisition Program</p> | <p>Partially Effective</p> | <p>This action has been partially implemented, with targeted professional development provided primarily to designated ELD teachers. Professional learning this year has focused largely on curriculum orientation and ELPAC preparation in response to immediate instructional and assessment needs, resulting in adjustments to the original PD scope and sequence. In addition to formal sessions, ongoing bi-monthly check-ins with ELD teachers have supported discussions around student progress, instructional practices, and targeted areas for growth. However, schoolwide professional development focused on integrated EL strategies has not yet been fully implemented, limiting consistent scaffolding practices across general education classrooms. While some growth is evident in ELD course assessments, inconsistent academic outcomes for English Learners indicate a need to deepen and expand integrated</p> | <p>\$560,462.00</p> | <p>\$280,231.00</p> |

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| | | <p>instructional supports.</p> <p>How Feedback Has Been Incorporated: Feedback from ELD teachers and instructional staff has informed shifts in professional development priorities to better align with current classroom demands, including increased emphasis on ELPAC preparation and curriculum-specific needs. Ongoing feedback is also guiding the development of more content-specific EL strategy support in collaboration with instructional coaches and content leads, moving away from a general, one-size-fits-all PD approach.</p> | | |
| <p>Action 1.7: Academic Support <i>New Action</i></p> | <p>Partially Effective</p> | <p>This action has been partially implemented through a multi-tiered system of academic supports focused on ELA and Math. All students have access to Tier 1 core instructional supports, with Tier 2 small-group interventions and Tier 3 individualized supports provided as needed. Schoolwide office hours and the implementation of Upper School Study Hall have strengthened access to academic assistance outside of class time, supporting organization, assignment completion, and targeted skill development. Designated interventions such as IXL and i-Ready My Path have been used to provide personalized, data-informed support, and early diagnostic data indicates strong growth trends in reading and math. However, implementation has been impacted by student motivation and engagement challenges, behavioral and social-emotional needs, and some interventions launching later than planned. These factors have limited the consistency and reach of support for students with the greatest needs.</p> <p>How Feedback Has Been Incorporated: Feedback from staff and implementation observations has informed plans to strengthen academic supports through additional training for paraprofessionals, expanded use of co-teaching models, and closer alignment between academic and social-emotional supports. Identified needs around student engagement are guiding the development of goal-setting tools, growth-focused celebrations, and incentive structures tied to participation in academic support programs. Ongoing feedback collection processes, including planned digital tools and focus groups, are being developed to assess effectiveness and guide continuous improvement.</p> | <p>\$145,746.00</p> | <p>\$72,873.00</p> |

**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 |
|---|----------------------|---|----------------------|-----------------------|
| Action 2.1: Vertically Aligned Systems for Seamless College and Career Support | Effective | <p>This action has been effectively implemented, with ongoing structured collaboration across departments, grade levels, and counseling teams to support students, particularly those in intersectional critical learning groups. Staff have participated in coordinated meetings to align programming, share expectations, and strengthen supports for college and career readiness. Partnerships with external organizations, including the Making Waves Education Foundation (MWEF), continue to enhance post-secondary transition opportunities. While scheduling across departments presents challenges and new leadership requires onboarding, workarounds and clear planning timelines have allowed consistent collaboration to continue without disruption.</p> <p>How Feedback Has Been Incorporated: Feedback regarding coordination and communication needs has informed the creation of pre-planned meeting dates and consideration of weekly or monthly coordination cycles. Input from staff and leadership has been used to ensure key connections are made to improve student-centered planning, alignment of department goals, and readiness for post-secondary pathways.</p> | \$721,404.00 | \$360,702.00 |

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| Action 2.2: College and Career Pathway Scope and Sequence | Partially Effective | <p>This action has been partially implemented, with College and Career Readiness workshops and field trips offered to students, staff, and families. Programming has focused on building awareness of post-secondary pathways, addressing learning gaps, and fostering a college- and career-oriented mindset. Middle School and 9th-grade students, including English Learners, Low-Income, and students with disabilities (SWD), have participated in targeted sessions to introduce foundational skills for long-term goals. While this has increased exposure and engagement, we are still working on delivering consistency across all grades.</p> <p>How Feedback Has Been Incorporated: Feedback from students, families, and staff has guided adjustments to workshop content and scheduling, ensuring that sessions are more accessible and relevant to students' academic and personal needs. Insights from participation data and teacher observations are being used to refine programming and better scaffold college and career readiness skills for younger grades.</p> | \$701,223.00 | \$350,611.50 |
| Action 2.3: Graduation Pathways | Partially Effective | <p>This action has been partially implemented, with a more coordinated approach aligning instruction, advisory support, and post-secondary planning. Students continue to make progress toward A-G completion, with increasing participation in industry-recognized credentials, concurrent enrollment, and post-secondary credit opportunities. Career development, internship programs, and exposure to adult transition programs are being incorporated to support students' long-term goals. Challenges remain with students not meeting 10th-grade on-track expectations, students requiring credit recovery, and supporting students at NPS placements or adult transition programs who are struggling academically. Early planning, strengthened relationships with alternative programs, and observations of adult transition programs are being used to develop individualized solutions to better support these students.</p> <p>How Feedback Has Been Incorporated: Feedback from students and staff surveys has informed the design and prioritization of graduation pathways, ensuring supports are responsive to student needs and that post-secondary opportunities are more student-driven. Ongoing data from the CA Dashboard and College Board assessments is guiding course offerings, credit recovery strategies, and</p> | \$622,613.00 | \$311,306.50 |

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| | | career pathway planning. | | |
| Action 2.4: Postsecondary Readiness Pathways <i>New Action</i> | Partially Effective | <p>This action has been partially implemented, with continued development of structured postsecondary readiness pathways for all students. Career and technical education (CTE) surveys, work-based learning opportunities, and college-readiness programming—including College and Career Week and MS/US career-focused curricula—have strengthened student exposure to academic and career pathways. Partnerships with local colleges and Making Waves Education Foundation (MWEF) support concurrent enrollment, credit articulation, and postsecondary persistence. Challenges remain in expanding MS career curriculum, and engaging with external career-focused organizations in a timely manner. Ongoing coordination, program partnerships, and targeted curriculum development are being used to address these challenges and expand student readiness opportunities.</p> <p>How Feedback Has Been Incorporated: Feedback from CCC meetings, weekly team discussions, and one-on-one consultations has informed the development and refinement of career pathways, postsecondary programming, and college-readiness support. Insights from students and staff have guided the introduction of MS career-focused curricula and strategic planning for programs such as the College Choice Project, ensuring offerings are responsive to student interests and needs.</p> | \$150,000.00 | \$75,000.00 |

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 |
|---|----------------------|---|----------------------|-----------------------|
| Action 3.1: Student Support Services for Students that are Suspended | Effective | <p>This action has been partially implemented, with a focus on reducing suspensions and providing targeted support for historically overrepresented groups, including English Learners, Black/African-American students, and students with disabilities. “Other Means of Correction” (OMC) and Restorative Practices have been piloted in lieu of discretionary suspensions, resulting in a significant reduction in schoolwide suspensions and increased student and family engagement. Tier 3 interventions are fully operational, and Social Worker drop-ins indicate growing student demand for support. Tier 1 and Tier 2 interventions are being expanded, including responsive assemblies, advisory push-ins, and check-in cycles to address anxiety, coping skills, and classroom culture. Challenges remain with capacity constraints for small-group Tier 2 interventions and rising Tier 1 needs, including derogatory language, social dynamics, and campus culture development. The department is focused on scaling interventions, strengthening family engagement, and maintaining proactive communication to sustain progress.</p> <p>How Feedback Has Been Incorporated: Feedback from students, families, and staff, as well as ongoing data analysis of suspension trends and referral patterns, informs the planning</p> | \$621,551.00 | \$310,775.50 |

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| | | and refinement of Tier 1–3 interventions. Weekly Student Support Services Department (SSSD) meetings use this feedback to adjust criteria for interventions, enhance restorative practices, and ensure supports are responsive to student needs and campus culture priorities. | | |
| Action 3.2: Integrated Family Engagement | Effective | <p>This action has been effectively implemented, with multiple opportunities provided for family engagement across unduplicated student groups. Semester 1 included SEL-focused parent workshops and three ELAC meetings covering introductory information, parent data dives, and reading/literacy strategies. Upcoming workshops will focus on building math skills at home and SEL in partnership with SSSD. Attendance has been steady, particularly for in-person events, and families have expressed interest in additional engagement opportunities. Challenges remain in increasing Upper School parent participation, as most engagement has been concentrated at the Middle School level. Efforts are underway to replicate successful communication strategies, such as flyers and targeted announcements, for Upper School families.</p> <p>How Feedback Has Been Incorporated: Parent feedback collected during ELAC meetings informs the planning of workshops and resources. Parents indicated interest in supporting math skills and emotional/behavioral growth at home; these priorities are being integrated into upcoming workshops in collaboration with SSSD and instructional coaches.</p> | \$472,093.00 | \$236,046.50 |
| Action 3.3: SWD Suspension Rate Reduction* | Effective | This action has been effectively implemented, with suspension rates for students with disabilities reduced compared to the previous school year (In Fall 2025 we have had 5 suspensions in the middle school and 2 in the upper school). “Other Means of Correction” (OMC), including restorative practices, are being used successfully across both Middle and Upper School to provide interventions in lieu of suspension. Tier 3 behavior interventions are fully operational, and Social Worker drop-in visits indicate that students view support services as accessible. Dean coverage has been adjusted to allow focused, sustainable support across grade levels, while proactive family engagement has been prioritized to prevent escalation. | \$270,413.00 | \$135,206.50 |

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| | | <p>How Feedback Has Been Incorporated:</p> <p>Feedback from staff and families has guided the implementation of restorative projects, emphasizing keeping students in school for instruction while learning strategies to repair harm. Observations and feedback have informed the next phase, including refining Tier 2 criteria, increasing Tier 1 interventions to address unkind speech and “joke culture,” and supporting leadership alignment across grade levels.</p> | | |
| <p>Action 3.4: Increase in School Connectedness</p> | Effective | <p>This action has been effectively implemented, with multiple opportunities created for students to engage in school community activities. Events such as dances, sports games, and school-wide reading initiatives have increased participation, particularly among unduplicated student groups, and helped foster a sense of connection and belonging. Staff and students report higher engagement and enthusiasm for school activities, contributing to a more inclusive and supportive environment. Efforts continue to provide varied opportunities that celebrate diversity, encourage positive interactions, and empower students to participate in decision-making and community-building experiences.</p> <p>How Feedback Has Been Incorporated:</p> <p>Feedback from students, families, and staff—collected through the Fall Climate Survey and informal conversations—has guided the selection and design of community-building activities, such as casual dress days and school events. Observations and verbal feedback have informed ongoing adjustments to programming, ensuring activities are meaningful, engaging, and reflective of students’ interests and needs.</p> | \$492,368.00 | \$246,184.00 |
| <p>Action 3.5: SEL Support</p> <p><i>New Action</i></p> | Partially Effective | <p>This action has been partially implemented, with multiple supports established to address students’ social-emotional needs. Students are receiving Educationally Related Mental Health Services (ERMHS), as a part of their Individualized Education Plan (IEP), while general education students are supported through check-ins from Deans and the school social worker, with identification of needs facilitated through the SST process. Restorative and skills-development strategies implemented by the Deans have been used as alternatives to suspension, contributing to a decrease in suspensions compared to last year. While SEL supports</p> | \$248,978.00 | \$124,489.00 |

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| | | <p>are active, the online SEL Academy has not yet been launched, and additional professional development, including LGBTQ+ support training, is in progress.</p> <p>How Feedback Has Been Incorporated: Feedback from staff, parents, and students collected through WASC and LCAP engagement groups has informed SEL programming and processes. Insights have guided the development of restorative practices, clarified protocols for immediate behavioral support, and highlighted areas for expanding awareness of available SEL supports across the school community.</p> | | |
| <p>Action 3.6: 504 Coordination and Implementation</p> <p><i>New Action</i></p> | <p>Partially Effective</p> | <p>This action has been partially implemented, with progress toward establishing a structured system for 504 plan management and coordination. The team has reviewed current processes, held meetings with families, and improved communication with general education teachers regarding plan implementation. Safety plans and reentry meetings have been effectively used to support students in crisis, and school nurses have ensured medical needs are met. Challenges remain with the bandwidth of the current staff to manage all 504 meetings, establish a clear referral process based on objective data, and coordinate schedules with general education teachers. Efforts are underway to create a 504 calendar, implement universal screeners to better tier students, and ensure clinicians provide objective data for referrals.</p> <p>How Feedback Has Been Incorporated: Feedback from families, teachers, and clinicians has informed improvements to the 504 process, including follow-ups after meetings to clarify plan implementation and guidance for teachers on supporting students during moments of escalation or dysregulation. Insights have helped the team refine procedures and communication strategies to better meet student needs.</p> | <p>\$80,549.00</p> | <p>\$40,274.50</p> |

**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 2026**.

There has been a significant shift in how LCAP metrics are recorded, presented, and analyzed. In prior years, metric dates varied in an effort to include the most up-to-date data available. However, because different data sets become available at different times, this approach resulted in multiple years of data appearing within the same column, making year-to-year comparisons challenging. At the Board's request, the data has been restructured so that **each column reflects all metrics for a single school year**, allowing for clearer longitudinal analysis.

As a result of this change, the timeline for some three-year targets have shifted for certain metrics, with the hope that these goals will now be met by the end of the 2025–26 school year. For metrics that were previously reported using real-time or rolling data (e.g., Metrics 1.9–1.14 on GPAs, Metric 3.1 Chronic Absenteeism, etc.), updated figures can be provided upon request.

School year data is presented as follows:

- **Baseline:** 2022–23
- **Year 1:** 2023–24
- **Year 2:** 2024–25
- **Year 3:** 2025–26 (to be included in future LCAP updates due to data availability)
- **Year 3 Goal:** The target to be achieved by the end of 2025–26, as established during the 2023–24 school year

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](#).

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](#).

Disaggregated Metrics

A new requirement starting in the 2024-25 school year mandates that **LCAP metrics** must be **disaggregated by student groups** where applicable and available. Aside from baseline metrics that are from the 2022-23 school year, our metrics have been disaggregated by the following groups when applicable:

- Overall
- Students with Disabilities (SWD)
- English Learners (EL)
- Foster Youth
- 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).

We hope to update our baseline data soon 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 (2022-23) | Year 1 (2023-24) | Year 2 (2024-25) | Year 3 Goal (Goals for end of 2025-26) |
|--------|--|---|---|---|--|
| 1.1 | Teacher credentials and assignments % of total teachers credentialed and properly assigned <i>(LCFF Priority 1A)</i> | 58.3% (2022-23) | 50.8% (2023-24) | 55.2% (2024-25) | 75% |
| 1.2 | Instructional Materials As indicated by the CA School Dashboard's "Basics: Teachers, Instructional Materials, Facilities" Local Indicator <i>(LCFF Priority 1B)</i> | Instructional Materials requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis (2022-23) | Instructional Materials requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis (2023-24) | Instructional Materials requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis (2024-25) | <i>Instructional Materials requirement on CA State Dashboard:</i> Standard Met <i>See Local Indicators on State Dashboard for in-depth analysis</i> |
| 1.3 | Facilities FIT inspection <i>(LCFF Priority 1C)</i> | Middle School: 95.81% ("Good") Upper School: 95.97% ("Good") (Aug 2022) | Middle School: 95.81% ("Good") Upper School: 95.97% ("Good") (Aug 2023) | Middle School: 99.73% ("Exemplary") Upper School: 99.2% ("Exemplary") (Aug 2024) | Middle School: 97% ("good") Upper School: 97% ("good") |
| 1.4 | Adopted standards are implemented <i>(LCFF Priority 2A)</i> | Implementation of Academic Standards requirement on CA State Dashboard: | Implementation of Academic Standards requirement on CA State Dashboard: | Implementation of Academic Standards requirement on CA State Dashboard: | Implementation of Academic Standards requirement on CA State Dashboard: |

| | | | | | |
|------------|--|--|--|---|---|
| | | Standard Met See Local Indicators on State Dashboard for in-depth analysis (2022-23) | Standard Met See Local Indicators on State Dashboard for in-depth analysis (2023-24) | Standard Met See Local Indicators on State Dashboard for in-depth analysis (2024-25) | Standard Met <i>See Local Indicators on State Dashboard for in-depth analysis</i> |
| 1.5 | % of Teachers Who Participate in PD | 55% (2022-23) | 91% (2023-24) | 74% (2024-25) | 95% |
| 1.6 | ELD PLC Attendance training and progress monitoring (LCFF Priority 7B) | <i>Metric created Spring 2024</i> | ELD PLC Attendance: 75% School-wide PD sessions on vocabulary strategies (2023-24) | ELD PLC Attendance: 85% (2024-25) | <i>ELD PLC Attendance: 85%</i> |
| 1.7 | EL Reclassification Rate (LCFF Priority 4F) | Total ELs: 339 Reclassified: 50 Percent: 14.7% (2022-23) | Total ELs: 288 Reclassified: 63 Percent: 21.9% (2023-24) | Total ELs: 267 Reclassified: 33 Percent: 12.4% (2024-25) | 30% |
| 1.8 | ELPI Percent of EL students making progress via ELPI measure (LCFF Priority 4E) | 49.8% (2022-23) | 59.7% (2023-24) | 56.6% (2024-25) | 65% |
| 1.9 | English CAASPP Scores: English English GPA (LCFF Priority 4A, 7A, and 8) | Schoolwide CAASPP 44% Meeting / Exceeding Standard (2022-23) GPA Middle School: 2.8 Upper School: | CAASPP Overall: 49.29% SWD: 13.95% English Learners: 15.11% Socio economically disadvantaged: 47.72% GPA - MS | CAASPP Overall: 47.23% SWD: 13.33% English Learners: 15.34% Socio economically disadvantaged: 47.83% | <i>Schoolwide CAASPP 65% Meeting / Exceeding Standard GPA Middle School: 3.0 Upper School: 3.0</i> |

| | | | | | |
|------|--|--|--|---|---|
| | | 2.34 (2022-23) | Overall: 2.7 SWD: 2.33 English Learners: 2.25 Socio economically disadvantaged: 2.68 GPA - US Overall: 2.78 SWD: 2.18 English Learners: 2.17 Socio economically disadvantaged: 27.6 (2023-24) | GPA - MS Overall: 2.89 SWD: 2.76 English Learners: 2.71 Socio economically disadvantaged: 2.87 GPA - US Overall: 2.9 SWD: 2.36 English Learners: 2.5 Socio economically disadvantaged: 2.89 (2024-25) | |
| 1.10 | Math CAASPP Scores: Math Math GPA (LCFF Priority 4A, 7A, and 8) | CAASPP 21% Meeting / Exceeding Standard (2022-23) GPA Middle School: 2.74 Upper School: 2.47 (2022-23) | CAASPP Overall: 25.43% SWD: 0% English Learners: 5.81% Socio economically disadvantaged: 26.05% GPA - MS Overall: 2.89 SWD: 2.86 English Learners: 2.55 Socio economically disadvantaged: 2.9 GPA - US Overall: 2.56 SWD: 2.33 English Learners: 1.81 Socio economically disadvantaged: 2.5 (2023-24) | CAASPP Overall: 27.39% SWD: 8.89% English Learners: 7.41% Socio economically disadvantaged: 27.41% GPA - MS Overall: 2.77 SWD: 2.61 English Learners: 2.52 Socio economically disadvantaged: 2.76 GPA - US Overall: 2.77 SWD: 2.65 English Learners: 2.39 Socio economically | <i>Schoolwide CAASPP 45% Meeting / Exceeding Standard GPA Middle School: 3.0 Upper School: 3.0</i> |

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|------|---|--|---|---|--|
| | | | | disadvantaged: 2.75 (2024-25) | |
| 1.11 | Science CAST Scores: Science Science GPA <i>(LCFF Priority 4A, 7A, and 8)</i> | CAASPP 20.95% Meeting / Exceeding Standard (2022-23) GPA Middle School: 2.93 Upper School: 2.51 (2022-23) | CAST Overall: 28.71% SWD: 3.70% English Learners: 3.19% Socio economically disadvantaged: 27.86% GPA - MS Overall: 3.07 SWD: 2.6 English Learners: 2.69 Socio economically disadvantaged: 3.06 GPA - US Overall: 2.74 SWD: 2.08 English Learners: 2.03 Socio economically disadvantaged: 2.71 (2023-24) | CAST Overall: 32.88% SWD: 3.70% English Learners: 8.25% Socio economically disadvantaged: 33.12% GPA - MS Overall: 2.81 SWD: 2.68 English Learners: 2.68 Socio economically disadvantaged: 2.77 GPA - US Overall: 3.0 SWD: 2.64 English Learners: 2.66 Socio economically disadvantaged: 2.98 (2024-25) | <i>Schoolwide CAASPP 45% Meeting / Exceeding Standard</i> <i>GPA Middle School: 3.5 Upper School: 3.0</i> |
| 1.12 | Social Sciences GPA for Social Science <i>(LCFF Priority 4A, 7A, and 8)</i> | Middle School: 3.4 Upper School: 3.1 (2022-23) | GPA - MS Overall: 3.13 SWD: 3.06 English Learners: 2.88 Socio economically disadvantaged: 3.10 GPA - US Overall: 2.66 SWD: 2.27 | GPA - MS Overall: 3.02 SWD: 3.1 English Learners: 2.73 Socio economically disadvantaged: 3.01 GPA - US Overall: 3.02 | <i>Middle School: 3.5 Upper School: 3.5</i> |

| | | | | | |
|------|---|---|---|--|--|
| | | | English Learners: 2.17 Socio economically disadvantaged: 2.64 (2023-24) | SWD: 2.9 English Learners: 2.63 Socio economically disadvantaged: 2.98 (2024-25) | |
| 1.13 | World Languages World Language GPA <i>(LCFF Priority 4A, 7A, and 8)</i> | 3.12 (2022-23) | GPA - MS Not Applicable GPA - US Overall: 2.83 SWD: 2.20 English Learners: 2.37 Socio economically disadvantaged: 2.83 (2023-24) | GPA - MS Not Applicable GPA - US Overall: 3.12 SWD: 3.03 English Learners: 2.99 Socio economically disadvantaged: 3.16 (2024-25) | 3.5 |
| 1.14 | Health and Wellness Health and Wellness Physical Fitness Test (PFT) scores Health and Wellness GPA <i>(LCFF Priority 4A, 7A, and 8)</i> | PFT 5th, 7th, 9th and all required grades have participated. GPA Middle School: 3.58 Upper School: 3.35 (2022-23) | PFT Participation Rate: 5th - 100%, 7th - 99%, 11th - 97% 5th, 7th, 9th and all required grades have participated. GPA - MS Overall: 3.51 SWD: 3.28 English Learners: 3.45 Socio economically disadvantaged: 3.52 GPA - US Overall: 3.34 SWD: 2.97 English Learners: 2.96 Socio economically | PFT Participation Rate: 5th - 95%, 7th - 98%, 11th - 95% 5th, 7th, 9th and all required grades have participated. GPA - MS Overall: 3.51 SWD: 3.09 English Learners: 3.78 Socio economically disadvantaged: 3.51 GPA - US Overall: 3.48 SWD: 2.95 English Learners: | <i>PFT 5th, 7th, 9th and all required grades have participated.</i> <i>GPA Middle School: 3.7 Upper School: 3.5</i> |

| | | | | | |
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| | | | disadvantaged: 3.29 (2023-24) | 3.23 Socio economically disadvantaged: 3.48 (2024-25) | |
|--|--|--|---|--|--|

Goal 2: College and Career Readiness

| Metric | | Baseline (2022-23) | Year 1 (2023-24) | Year 2 (2024-25) | Year 3 Goal (Goals for end of 2025-26) |
|--------|---|---|--|--|--|
| 2.1 | CTE Course Enrollment Pathway completion % (LCFF Priority 4C) | Course Enrollment: Overall: 8% SWD: 2% English Learners: 4% Socio economically disadvantaged: 8% Pathway Completion (% total enrolled): Overall: 19% SWD: N/A English Learners: N/A Socio economically disadvantaged: 20% (2022-23) | Course Enrollment: Overall: 14% SWD: 41% English Learners: 16% Socio economically disadvantaged: 21% Pathway Completion (% total enrolled): Overall: 16% SWD: N/A English Learners: N/A Socio economically disadvantaged: 21% (2023-24) | Course Enrollment: Overall: 14% SWD: 16% English Learners: 8% Socio economically disadvantaged: 14% Pathway Completion (% total enrolled): Overall: 30% SWD: N/A English Learners: N/A Socio economically disadvantaged: 30% (2024-25) | <i>Course Enrollment: 25%</i> <i>Pathway Completion: 86%</i> |
| 2.2 | A-G Completion % (LCFF Priority 7A) | Overall Graduates: 100% (2022-23) | Overall Graduates: 100% (2023-24) | Overall Graduates: 100% (2024-25) | 95% |
| 2.3 | Graduation Rate (LCFF Priority 5E) | 4 Year Graduation Rate Overall: 86.9% English Learners: 71.4% Socio economically disadvantaged: 86.4% 5 Year Graduation Rate Overall: 90.9 % English Learners: 85.7% | 4 Year Cohort Graduation Rate 23-24 Overall: 85.1% English Learners: 64% Socio economically disadvantaged: 84.3% 5 Year Graduation Rate 23-24 Overall: 86.2% English Learners: | 4 Year Graduation Rate 24-25 Overall: 89.3% English Learners: 79.2% Socio economically disadvantaged: 88.7% 5 Year Graduation Rate 24-25 Overall: 94% English Learners: | <i>4 Year Graduation Rate: 91%</i> <i>5 Year Graduation Rate: 95%</i> |

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|-----|--|---|---|---|-------------------------------|
| | | Socio economically disadvantaged: 90.9% (2022-23) | 68% Socio economically disadvantaged: 85.4% (2023-24) | Socio economically disadvantaged: 93.7% (2024-25) | |
| 2.4 | Drop Out Rate (LCFF Priority 5C and 5D) | US 5.3% MS 0% (2022-23) | Upper School: Overall: 3.2% SWD: 0% English Learners: 2.1% Socio economically disadvantaged: 0.9% African-American/Black: 1.2% (2023-24) | 0% (2024-25) | US 1.3% MS 0% |
| 2.5 | AP Pass Rate 3 or higher (LCFF Priority 4G) | 42% (2022-23) | Overall: 46% English Learners: 28.6% Socio economically disadvantaged: 45.7% (2023-24) | Overall: 46% (130/282) English Learners: 44% Socio economically disadvantaged: 47% (2024-25) | 46% |
| 2.6 | EAP % HS students who participate in & demonstrate college readiness as determined by EAP ELA & EAP Math (LCFF Priority 4H) | EAP ELA: 52% EAP Math: 14% (2022-23) | EAP ELA Overall: 68% English Learners: 17% Socio economically disadvantaged: 65% EAP Math Overall: 22% English Learners: 4% Socio economically disadvantaged: 23% (2023-24) | EAP ELA Overall: 68% English Learners: 30% Socio economically disadvantaged: 69% EAP Math Overall: 20% English Learners: 4% Socio economically disadvantaged: 19% (2024-25) | EAP ELA: 55% EAP Math: 17% |
| 2.7 | CCI Percent identified as prepared on College and Career Indicator | Overall: 54.7% English Learners: 38.9% Socio economically disadvantaged: 38.9% (2022-23) | Overall: 46.2% English Learners: 20.8% Socio economically disadvantaged: 20.8% (2023-24) | Overall: 80.6% SWD: 23.1% English Learners: 65.9% Socio economically disadvantaged: 65.9% (2024-25) | 60% |

| | | | | | |
|------|---|--|--|---|---|
| | (LCFF Priority 4H) | 54.8% (2022-23) | 46.6% (2023-24) | disadvantaged: 79.4% (2024-25) | |
| 2.8 | UC and CSU Eligibility* (LCFF Priority 4B) | CSU eligible: 78% UC eligible: 71% (2022-23) | CSU eligible: 91% UC eligible: 57% (2023-24) | CSU Eligible (calculated with 2.0): Overall: 87.7% SWD: 70% English Learners: 20% Socio economically disadvantaged: 10% UC Eligible (calculated with 3.0): Overall: 82/146 SWD: 10% English Learners: 80% Foster Youth: 0% Socio economically disadvantaged: 70% (2024-25) | <i>CSU eligible: 98%</i> <i>UC eligible: 75%</i> |
| 2.9 | How Many Pathways and Student Meetings* | Metric created spring 2024 | Overall: 100% (2023-24) | Overall: 100% (2024-25) | <i>100% of all students</i> |
| 2.10 | Post-Secondary Planning Percent of graduates having a post secondary plan across a range of pathways, including: (1) Four-year college or university (2) Community college (3) Military enlistment (4) Job program; (5) Current job or job offer | Metric created spring 2024 | 100% (2023-24) | 100% (2024-25) | <i>100%</i> |

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| | (6) Trade program or apprenticeship (7) Gap year program | | | | |
| 2.11 | Number of Field Trips | Metric created spring 2024 | Metric created spring 2024 | 5th Grade: Future planning 6th Grade: Future planning 7th Grade: Future Planning 8th Grade: 2 9th Grade: Future planning 10th Grade: 2 11th Grade: 5 12th Grade: 5 (2024-25) | <i>1 college/ career-related field trip for each grade-level.</i> |
| 2.12 | Students Have Access to a Broad Course of Study <i>(LCFF Priority 7A)</i> | CA State Dashboard: Standard Met See state Dashboard for in-depth analysis (2022-23) | CA State Dashboard: Standard Met See state Dashboard for in-depth analysis (2023-24) | CA State Dashboard: Standard Met See state Dashboard for in-depth analysis (2024-25) | <i>CA State Dashboard: Standard Met</i> |
| 2.13 | % of all students that have completed CTE pathway and are UC/CSU Eligibility <i>(LCFF Priority 4D)</i> | <i>Data to be available by annual update at the end of the year</i> | Overall: 21% (2023-24) | Overall: 31% (2024-25) | 25% |

Goal 3: Diversity, Equity, and Inclusion

| Metric | | Baseline (2022-23) | Year 1 (2023-24) | Year 2 (2024-25) | Year 3 Goal (Goals for end of 2025-26) |
|--------|--|--|---|--|--|
| 3.1 | Chronic Absenteeism Rate % who are absent, excused or unexcused, more than 10% of school days <i>(LCFF Priority 5B)</i> | Overall: 22.7% SWD: 29.6% English Learners: 18.2% Low Income: 23.1% (2022-23) | Overall: 18.64% SWD: 20.00% English Learners: 19.69% Low Income: 17.69% (2023-24) | Overall: 15.02% SWD: 20.23% English Learners: 18.10% Low Income students: 15.98% (2024-25) | 15% |
| 3.2 | Attendance Rate ADA (Average Daily Attendance) Rates <i>(LCFF Priority 5A)</i> | 95% (2022-23) | Overall: 94.13% SWD: 92.51% English Learners: 94.42% Foster Youth: N/A Low Income students: 94.40% (2023-24) | Overall: 94.34% SWD: 93.11% English Learners: 94.15 % Foster Youth: N/A Low Income students: 94.15% (2024-25) | 96% |
| 3.3 | Suspension Rate <i>(LCFF Priority 6A)</i> | Overall: 12.5% SWD: 12.4% English Learners: 12.2% Foster Youth: NA Low Income students: 12.4% (2022-23) | Overall: 15% SWD: 15.3% English Learners: 17.5% Foster Youth: NA Low Income students: 15.3% (2023-24) | Overall: 12.05% SWD: 19% English Learners: 16.1% Foster Youth: NA Low Income students: 6.67% (2024-25) | 9% |
| 3.4 | Expulsion Rate <i>(LCFF Priority 6B)</i> | Overall: 0.34% (2022-23) | Overall: 0.18% (2023-24) | Overall: 0.09% (2024-25) | <1% |
| 3.5 | School Climate Surveys Parent, students, and teachers, related to: feel that the school is safe <i>(LCFF Priority 6C)</i> | Middle School Students: 56% Upper School Students: 54% Parents: 87% (2022-23) | Middle School Students: 52% Upper School Students: 55% Parents: 89% (2023-24) | Middle School Students: 56% Upper School Students: 56% Parents: 97% (2024-25) | <i>Middle School Students: 62%</i> <i>Upper School Students: 60%</i> <i>Parents: 93%</i> |

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| 3.6 | School Climate Surveys Parent, students, and teachers, related to: school connectedness (LCFF Priority 6C) | Middle School Students: 52% Upper School Students: 43% Parents: 78% (2022-23) | Middle School Students: 49% Upper School Students: 45% Parents: 87% (2023-24) | Middle School Students: 51% Upper School Students: 51% Parents: 89% (2024-25) | <i>Middle School Students: 70%</i> <i>Upper School Students: 70%</i> <i>Parents: 90%</i> |
| 3.7 | Parent Participation: Percentage of parents who have completed Skills academy post survey (LCFF Priority 3A, 3B, and 3C) | Metric created Spring 2024 | Pilot Program Results: 1/1 Parent has completed survey | There hasn't been any Skills Academy post surveys completed due to change in a new social worker on site. However, there will be planning to pilot Fall 2026. Instead there was a Parent Workshop Needs Assessment survey distributed via Parent Square with 18 responses. With those responses there will be 3 Parent Workshops scheduled from May-June. On March 25 there was a Parent Workshop held with 16 parents. There was a post workshop survey distributed with 11 responses. | 75% |
| 3.8 | Number of Parents who participate in family workshops per semester (LCFF Priority 3A and 3B) | Metric created Spring 2024 | 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 | LCAP AG - Parent members: 25 Student members: 3 ELAC - Members: 7 Parent Workshop Attendance 9/25/24: 19 1/22/25: 8 4/23/25: TBD Parent Talk Attendance: 1/9/25 - | <i>Based on February Survey:</i> <i>Back to School Day-43</i> <i>Parent Meetings/Advisor Family Conferences-24</i> <i>Parent Education Workshops-18</i> <i>ELAC-13</i> <i>LCAP-11</i> |

| | | | | | |
|------|--|-----------------------------------|--|--|--|
| | | | | 64 1/7/25 - 34 2/4/25 - 50 2/6/25 - 22 3/4/25 - 65 3/6/25 - 56 We have 6 Parent Talks left in the school year. | |
| 3.9 | PD Sessions PD sessions offered to staff Focused on partnering with families of critical learner groups <i>(LCFF Priority 3B)</i> | 1 | 1 | 1 | 3 |
| 3.10 | PD Sessions PD sessions offered to staff Focused on intervention strategies for students with disabilities <i>(LCFF Priority 3C)</i> | 1 | 1 | 1 | 3 |
| 3.11 | Student Input Measure of student input in decision making, including sub-groups <i>(LCFF Priority 6C)</i> | <i>Metric created Spring 2024</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) | Upper school ASB officers advocated at 2 board meetings for more tutoring support for students. Dr. Jackson committed to looking into it. Also, the MWA Board discussed and agreed on adding a student board member to the MWA board of directors for the 2025-26 school year. The criteria for students to apply was discussed and agreed upon at the December MWA board meeting. | <i>Engage at least 3 student groups in policy changes.</i> |

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| 3.12 | 8th grade retention rates (LCFF Priority 5C and 6C) | 91.25% (2022-23) | Overall: 86.95% SWD: 90.90% English Learners: 96.77% Low Income students: 87.2% (2023-24) | Overall: 88.53% SWD: 100% English Learners: 86.36% Low Income students: 91.52% (2024-25) | 97% (Pre-Pandemic Baseline) |
| 3.13 | US retention rates (LCFF Priority 5D and 6C) | 98.32% (2022-23) | Overall: 94.76% SWD: 100% English Learners: 93.42% Low Income students: 97.36% (2023-24) | Overall: 97.94% SWD: 100% English Learners: 98.67% Low Income students: 94.37% (2024-25) | 98% (Pre-Pandemic Baseline) |
| 3.14 | Engagement Events Were all engagement events added to the master calendar prior to the start of the school year? (y/n) (LCFF Priority 3A and 6C) | Metric created Spring 2024 | No | Yes Student Activities Coordinators support students through activities that are fun, enrich student enjoyment, foster community and ensure they are well planned and on the master calendar. | Yes |
| 3.15 | Engagement Events Were all engagement events promoted through the following means (y/n): Campus signage: Parent Communication Tool: Other Promotional Materials: (LCFF Priority 3A and 6C) | Metric created Spring 2024 | New metric Campus signage: No Parent Communication Tool: No Other Promotional Materials: No | Parentsquare is being utilized to support events and communications. Also sending out emails to students about upcoming. And signage MS shift was made to have Mr. V sell tickets for dances in a more convenient and welcoming space. This has helped increase visibility. | Campus signage: Yes Parent Communication Tool: Yes Other Promotional Materials: Yes |

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|------|---|---|---|--|---|
| 3.16 | Student vs. Staff Demographics (LCFF Priority 6C) | African American Faculty/Staff: 18.48% American Indian Faculty/Staff: Not Reported Asian Faculty/Staff: 7.11% Filipino Faculty/Staff: Not Reported Hispanic Faculty/Staff: 37.91% Two or More Races Faculty/Staff: 2.37% White Faculty/Staff: 26.54% Unidentified/Opt-Out Faculty/Staff: 6.64% (2022-23) | African American Students: 7.7% Faculty/Staff: 18.3% American Indian Students: 0.3% Faculty/Staff: Not Reported Asian Students: 2.3% Faculty/Staff: 8.5% Filipino Students: 0.8% Faculty/Staff: Not Reported Hispanic Students: 85.9% Faculty/Staff: 39.6% Two or More Races Students: 0.6% Faculty/Staff: 3% White Students: 1.3% Faculty/Staff: 23.2% Unidentified/Opt-Out Students: Not Reported Faculty/Staff: 6.1% (2023-24) | African American Students: 6.6% Faculty/Staff: 22% American Indian Students: 0.2% Faculty/Staff: 0.7% Asian Students: 5.6% Faculty/Staff: 9.5% Filipino Students: 1% Faculty/Staff: Not Reported Hispanic Students: 87.7% Faculty/Staff: 42.6% Two or More Races Students: .19% Faculty/Staff: 1.5% White Students: 1.4% Faculty/Staff: 18.3% Unidentified/Opt-Out Students: Faculty/Staff: 5.1% (2024-25) | <i>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.</i> |
| 3.17 | Staff Satisfaction Survey Overall, how do you feel as an employee of MWA? (LCFF Priority 6C) | "I always feel good" 17% "I often feel good" 56% "I sometimes feel good" 24% "I seldom feel good" 4% | "I always feel good" 20% "I often feel good" 43% "I sometimes feel good" 30% "I seldom feel good" 8% | Survey is changing to more accurately measure culture around edgility survey (2024-25) | <i>"I always feel good"</i> 30% <i>"I often feel good"</i> 55% <i>"I sometimes feel good"</i> 13% <i>"I seldom feel good"</i> 2% |

| | | (2022-23) | (2023-24) | | |
|-------------|---|-----------------------------------|-----------------------------------|---|---|
| 3.18 | ParentSquare Engagement Delivery history Contactability History Features usage history (October) (LCFF Priority 3A, 3B, and 3C) | <i>Metric created spring 2025</i> | <i>Metric created spring 2025</i> | MS: Contactable Parents: 99.2% Receiving Emails: 88% Parents Interacted: 51% US: Contactable Parents: 98.5% Receiving Emails: 87% Parents Interacted: 5% | <i>Continue community, families, and parent engagement through various means to encourage ParentSquare usage and engagement as the school's main communication channel to families.</i> |

Coversheet

LCFF Priority 1 Local Indicator

Section: IV. Non-Action Items
Item: C. LCFF Priority 1 Local Indicator
Purpose: FYI
Submitted by:
Related Material: LCFF Priority 1 Board Report_Jan 2026 (1).pdf

BACKGROUND:

The California Department of Education (CDE) released the 2023-24 Teacher Assignment Monitoring Outcomes (TAMO) data on DataQuest in September 2025. This tracks teacher credentialling at MWA and shows how we compare to other schools in the state, in the area, and to our own performance in years past.

In accordance with state requirements, Local Educational Agencies (LEAs) must present these outcomes to their governing board at a regular board meeting.



LCFF Priority 1: Local Indicator

January 26, 2026

Contents:

- **MWA 2023-24 Teaching Assignment Monitoring Outcomes**
- **Glossary of Terms**

Background Information:

This report provides an overview of the **teacher assignment monitoring outcomes (TAMO) for Making Waves Academy's (MWA) 2023-24 academic year**. The California Department of Education (CDE) released the 2023-24 TAMO data on DataQuest in September 2025, with plans to incorporate these findings into the 2024 California School Dashboard as part of the Priority 1 Local Indicator. In accordance with state requirements, Local Educational Agencies (LEAs) must present these outcomes to their governing board at a regular board meeting.

In addition to TAMO data, LCFF Priority 1 also monitors student access to instructional materials and facility conditions.

2023-234 Teaching Assignment Monitoring Outcomes

This data presents outcomes of the 2023-24 teacher assignment monitoring process for MWA, as released by the CDE on DataQuest, providing a detailed breakdown of the Full-Time Equivalency (FTE) associated with teaching assignments and their alignment with state credentialing requirements.

These tables reflect the most recent data from [Teaching Assignment Monitoring Outcome \(AMO\) by Full-Time Equivalency \(FTE\) Report for MWA](#). Resource provided by CDE in [Priority 1 Self-Reflection Tool](#) found on the [Local Indicators page of the CDE website](#). To see the data for other LEAs or regions, please see [DataQuest](#) for those reports.

Please scroll down to the last page to review a **glossary of terms** for clarity on what these tables are showing.

This first table is a comparative view showing the difference between **MWA's data in comparison to the state and the county**.

| Comparative View - Statewide | | | | | | | | |
|---|--------------------|-------|--------------|--------|-------------|------------|---------|------|
| Name | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
| Making Waves Academy | 65.9 | 55.2% | 8.4% | 5.6% | 26.8% | 2.9% | 0.0% | 1.1% |
| Contra Costa County Office of Education | 323.8 | 57.0% | 5.1% | 6.0% | 24.9% | 5.2% | 0.1% | 1.9% |
| Contra Costa | 7,867.5 | 80.0% | 4.7% | 2.1% | 8.6% | 4.4% | 0.1% | 0.2% |
| Statewide | 278,927.1 | 82.5% | 4.3% | 2.2% | 6.0% | 4.6% | 0.1% | 0.3% |

This second table shows only **MWA's data across multiple years.**

| Comparative View - MWA Multiple Years | | | | | | | | |
|---------------------------------------|--------------------|-------|--------------|--------|-------------|------------|---------|------|
| Name | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
| MWA 2023-24 | 65.9 | 55.2% | 8.4% | 5.6% | 26.8% | 2.9% | 0.0% | 1.1% |
| MWA 2022-23 | 67.2 | 50.8% | 14.7% | 6.7% | 24.6% | 0.9% | 1.5% | 0.9% |
| MWA 2021-22 | 68.1 | 58.3% | 7.6% | 8.8% | 15.6% | 5.0% | 4.0% | 0.7% |
| MWA 2020-21 | 61.1 | 56.1% | 13.1% | 11.5% | 18.0% | 0.2% | 1.2% | 0.0% |

This last table shows only **MWA's data disaggregated by subject area.**

| MWA by Subject | | | | | | | | |
|--|---------------------------|--------------|---------------------|---------------|--------------------|-------------------|----------------|------------|
| Name | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
| Art | 1.9 | 38.7% | 22.7% | 0.0% | 38.7% | 0.0% | 0.0% | 0.0% |
| Business | 0.0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0 % |
| CTE | 0.5 | 100% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Computer Education | 0.9 | 27.2% | 0.0% | 0.0% | 72.8% | 0.0% | 0.0% | 0.0% |
| English Language Arts | 9.9 | 57.9% | 6.1% | 7.7% | 28.1% | 0.0% | 0.0% | 0.3% |
| World Languages | 2.5 | 0.0% | 0.0% | 28.4% | 25.2% | 40.0% | 0.0% | 6.4% |
| History/Social Science | 5.9 | 58.5% | 4.3% | 5.6% | 30.3% | 0.0% | 0.0% | 1.4% |
| Mathematics | 9.8 | 47.8% | 21.0% | 5.1% | 17.3% | 6.1% | 0.0% | 2.8% |
| Music | 0.8 | 94.9% | 0.0% | 0.0% | 0.0% | 5.1% | 0.0% | 0.0% |
| Other Instruction-Related Assignments | 21.5 | 56.9% | 5.9% | 4.2% | 31.7% | 1.2% | 0.0% | 0.0% |
| Physical Education | 6.1 | 70.1% | 0.0% | 0.0% | 29.7% | 0.0% | 0.0% | 0.2% |
| Science | 6.1 | 62.3% | 14.8% | 8.2% | 12.3% | 0.0% | 0.0% | 2.3% |

MWA People Operations continues to monitor progress towards clear credentials for all teachers.

Glossary of Terms

To ensure clarity and understanding, this section provides definitions for key terms used throughout the report. These definitions are available in more detail on [DataQuest](#).

| | |
|------------------------------------|--|
| Full-Time Equivalency (FTE) | Percentage of time spent working in a full-time position (Employees who work full-time are generally counted as 1.0 FTE, a half-time position is .50 FTE, a one-third position is .33 FTE, etc.). |
| Clear | All relevant attributes or dimensions were authorized for the indicated teaching assignment. |
| Out-of-Field | One or more attributes of the assignment were authorized by the following limited permits: <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits • Local Assignment Options |
| Intern | Someone who holds an intern credential while they complete coursework requirements to obtain a preliminary credential. |
| Ineffective | One or more relevant attributes of the assignment had no legal authorization from a permit, credential or waiver, or one or more relevant attributes of the assignment were authorized by the following limited permits: <ul style="list-style-type: none"> • Provisional Internship Permits • Short-Term Staff Permits • Variable Term Waivers • Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record |
| Incomplete | Missing or incorrect information about the assignment was reported to California Longitudinal Pupil Achievement Data System (CALPADS). |
| Unknown | Insufficient information about the assignment was reported to CALPADS |
| N/A | The assignment either required no authorization or evaluation of the authorization was not applicable given the state course code or some other attribute of the assignment. |

Coversheet

Discuss WASC Draft

Section: IV. Non-Action Items
Item: D. Discuss WASC Draft
Purpose: Discuss
Submitted by:
Related Material: MWA Board Feedback_WASC Draft Intro-Chapter 3.pdf

BACKGROUND:

MWA is currently in the middle of completing our WASC Self-Study Report for our upcoming re-accreditation visit from April 13-15, 2026. This draft is being brought to the board to review what we have found in our schools so far and ensure that it aligns with what the board has seen in their time with us.

MWA BOARD DRAFT



Learn. Graduate. Give Back.

MAKING WAVES ACADEMY

SELF-STUDY REPORT

April 13-15, 2026

**WASC/CDE Focus on Learning Continuous Improvement
2025-2026 Pilot Edition**

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Introduction

History/Description

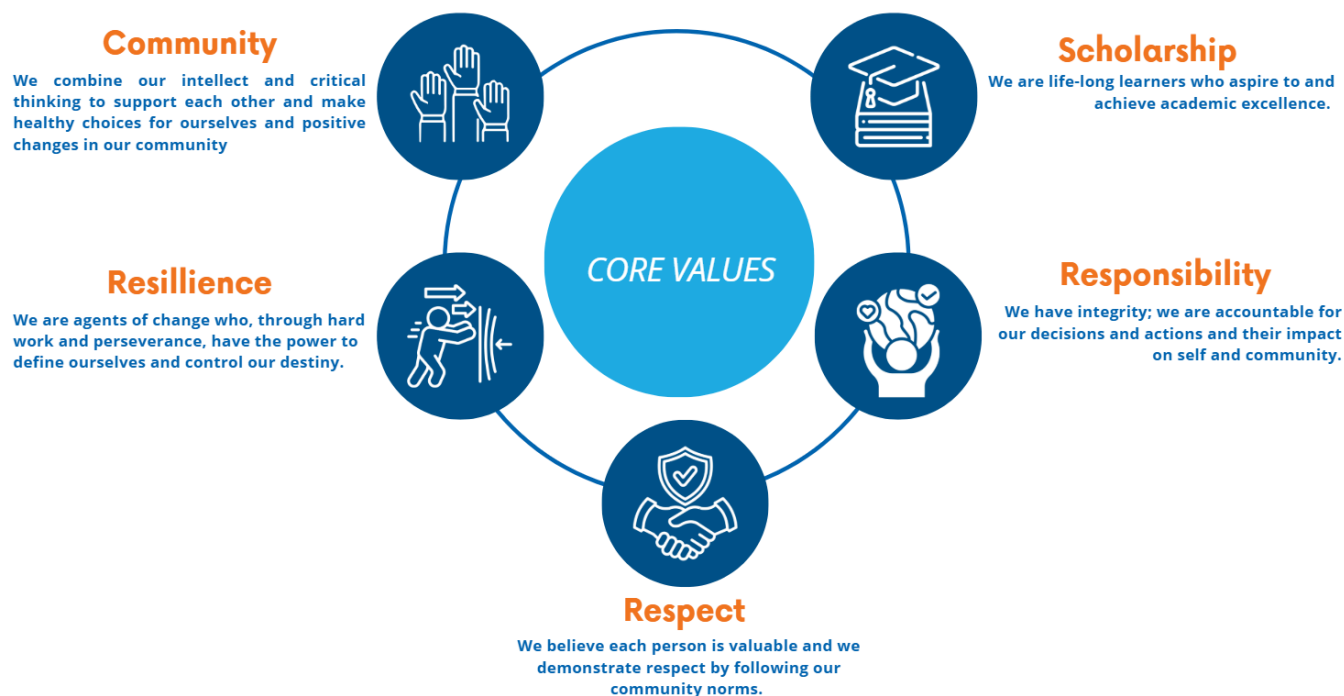
In 1989, Making Waves began as an after-school tutoring and college success program. In 2007, Making Waves Academy (MWA) opened its doors as a 5th-8th grade public charter school. In 2010, MWA's charter petition was amended and approved to serve students through 12th grade. The middle school division supports grades 5-8 and the upper school division supports grades 9-12. In June 2015, MWA graduated its first class of seniors. Nearly 100% of the first senior class graduated and gained admission to college (about 70% in 4-year schools and about 25% in community colleges). Students apply to enroll at MWA through an open public lottery. The majority of students are drawn from Title I schools in Richmond and San Pablo.

MWA has a college preparatory focus as well as a holistic student support approach. MWA's high school diploma requirements are aligned with California's "A-G" required courses for admission to California's state college and university system. MWA also offers extracurricular opportunities in visual and performing arts as well as interscholastic athletics. Both the middle and upper school divisions have student councils and student clubs. Students take field trips to area two-year and four-year colleges and universities as well as field trips that help them explore professional and vocational careers. In the 2024-25 school year, the MWA board of directors went through a process of selecting a student to join the board, who began serving in the 2025-26 school year.

In addition to strong academic results, MWA invites our students not only to graduate from high school and college, but to "recycle their success" by giving back to the community in some way. Our tagline is *Learn. Graduate. Give Back.* [We encourage "Wave-Makers" to pursue their dreams.](#)

Mission/Vision/Core Values

Our [mission](#) is to rigorously and holistically prepare students to gain acceptance to and graduate from college, ultimately becoming valuable contributors to the workforce and their communities. Our [vision](#) is to address the disparity in educational opportunity that exists between suburban and urban youths, and our goal is that 70% of our students will earn an appropriately challenging post-secondary degree, graduating with minimal college debt.



Chapter 1: School Developments and Action Plan Progress

Significant Developments Since Mid-Year Visit in Spring 2023

Over the past three years, MWA has demonstrated resilience and growth through strategic leadership changes that increased teacher retention by 24% and reduced staff vacancies from 12+ to just two positions. MWA's charter was also renewed for another five years (through 2029-30) by our charter authorizer (by unanimous vote), reflecting strong community support throughout Richmond and Contra Costa County. Key achievements include maintaining the county's highest-rated school facility, achieving 96.3% student retention rates, and implementing equity-focused changes such as removing sibling preference from the enrollment lottery, working on the creation of a comprehensive Multi-Tiered Systems of Support (MTSS) model, and implementing equity grading practices (a 50% grading floor on all non-summative assessments, projects, and papers). These strategic adaptations have positioned MWA as a stable, high-performing educational environment that continues to serve its student population that is 99% students of color effectively while addressing areas for continued improvement in supporting students with disabilities and reducing chronic absenteeism.

Over the past three years, MWA has experienced significant developments across its operations and community. The school adapted to the **intensified teacher shortage** by shifting its leadership structure and renaming "Assistant Principal" to "Division Director" to attract more candidates that have the skills and experience to match the role and will help us to fill critical vacancies and increase faculty and staff retention. This new structure allows the school to attract leaders who are dedicated to its vision and ensures that its students and staff have the strong support they need. We believe that this change along with other strategic shifts contributed to a **24% increase in the teacher retention rate** for the 2025-26 school year, with only two full-time teacher vacancies at the start of the year, a dramatic improvement from the previous year's 12+ vacancies.

In response to challenges posed by the pandemic and economic uncertainty, the school made the strategic decision to **temporarily reduce its 5th-grade enrollment** in response to hiring challenges, the desire to focus on improving the student experience and instruction, and to strengthen its internal systems. The school also celebrated a major victory with a **five-year charter renewal (by unanimous vote)**, reflecting strong support from its board, staff, parents, and students. This unprecedented vote of confidence from the board reaffirms the school's special place in the Richmond community and Contra Costa County. Our charter petition reflected general updates and some notable changes since its last renewal over seven years ago.

MWA has adopted a **school-wide leadership model**, a **1:1 student device program**, and a new **Special Education team** as part of the El Dorado SELPA. It also **merged its LCAP and WASC goals**. For disciplinary procedures, the school now allows an expulsion hearing officer to be appointed by the Board of Directors, creating **three pathways for hearings**. Lastly, and in the interest of **equity**, MWA **removed the sibling preference** from its enrollment lottery in an effort to further diversify its student population to better align with the demographics of Richmond. This change will take effect for the 2026-27 school year and is meant to ensure more eligible students have an opportunity to be selected for admission.

The start of the 2025-26 school year was notably successful, with a **30% decrease in student absences** during the first five days of school over the past two years, indicating stronger student attendance. We also saw a significant drop in student suspension rates, having only 10 suspensions in the fall 2025 semester. Additionally, all summer maintenance projects, including roof and HVAC replacements, were completed smoothly by our landlord and our facilities team, allowing us to keep our seat as the highest rated school facility in the county.

Progress to Goals

MWA uses the LCAP process to measure progress to goals. The process that we have implemented over the last 3 years includes consistent engagement with the school board, school leaders, staff, students, and families throughout the entire school year. Through the LCAP process we have consistently reflected and reported on our areas of strength and growth. MWA has made significant progress in addressing its self-identified growth areas and WASC recommendations such as:

- **Support for All Learners:** The school is currently in **Phase 1 of implementing a Multi-Tiered Systems of Support (MTSS)** to assist students who are struggling. This process involves the leadership team and teachers working to develop a deeper understanding of how to align curricula, instruction, and assessment. These efforts are designed to ensure students are prepared for the next level of learning and are directly linked to addressing the WASC Visiting Committee's recommendations.
- **College and Career Readiness:** To improve holistic support for students, MWA has **merged its LCAP and WASC goals**. This strategic alignment of school priorities, combined with existing programs like the **Alumni Program** and **College Transition Program**, aims to streamline efforts and better prepare students for success beyond high school. We have also brought on a dedicated Associate Director of Career Development and Internships to expand the scope of professional opportunities for our students while they are still in high school.
- **Diversity, Equity, & Inclusion:** The school has focused on creating a safe and inclusive environment for all. A major achievement is the increase in year-to-year **student retention, which reached 96.3%**—a rate consistent with pre-pandemic levels. The school has also established greater consistency in how it addresses student incidents, reserving suspensions for high-level infractions such as the use of racist or discriminatory language.

Influence on School Effectiveness

These changes have positively influenced MWA's overall effectiveness and contributed positively to student learning and well-being. We are also seeing a significant reduction in suspensions, particularly of our students with disabilities. We will continue to develop our MTSS model to foster a safer and more predictable school climate through better communication and targeted support. The improved student retention rate and the consistent average daily attendance reflect a more stable and connected school community, which is foundational to a high-performing environment.

Monitoring Progress on Improvement Priorities

The school monitors progress on its improvement priorities through a comprehensive process detailed in the LCAP and its annual updates. The process involves:

- Annual Data Analysis: The school analyzes a range of metrics, including student retention, daily attendance rates, and suspension data, to measure the effectiveness of its actions.
- WASC & LCAP Goal Alignment: By merging these two sets of goals, the school has created a unified plan for monitoring progress and reporting on key outcomes.
- Community Feedback: The LCAP process includes engaging with the school community to gather input on its educational program, which helps to ensure transparency and accountability.

Beginning with the 2023-24 school year, we received targeted assistance, based on our 2022-2023 data on the California Dashboard. As such, we were identified as a school needing *Differentiated Assistance* in two areas:

- Suspension rates for Students with Disabilities: Students with disabilities were suspended at a higher rate than general education students.
- Academic Performance (ELA/Math) for Students with Disabilities: Students with disabilities performed lower on state assessments than general education students.

Following the release of the [2024 CA Dashboard](#), our areas of eligibility were updated. **We exited the *Differentiated Assistance program for Academics for Students with Disabilities*.**

As of December, our areas of eligibility were updated based on our [most recent release of the CA Dashboard](#). We exited DA for all of the previous indicators but we remain in DA due to being in the red of [Long-Term English Learner Progress](#).

This school year we hired a Director of Student Support Services who brings extensive experience in restorative practices and MTSS. We are already seeing the benefits of that experience as these practices are being implemented by all staff both in and out of the classroom. Our suspension data is [showing significant declines](#) for overall suspensions and suspensions for critical learner groups (African-American, Students with Disabilities, and English Learners). This has been accomplished through the use of restorative practices and intervention to address discretionary offenses (offenses for which the school may suspend but it is not required to) on a case-by-case basis before resorting to suspension. This approach resulted in zero suspensions in the first month of school and no repeat incidents for students participating in structured restorative actions such as mandatory parent meetings, restroom cleanup, and wraparound services. While we prioritize meaningful intervention to address layers of harm, immediate suspension remains an option for specific instances evaluated individually.

Chapter 2: Data Analysis

Our Student Community

Enrollment & Demographics

LINK to 3 years of disaggregated data: [WASC Data Tool](#), [Lottery Enrollment Data](#)

Current Trends:

- Total enrollment for Making Waves Academy (MWA) has shown a slight increase from 465 in 2021-2022 to 520 at our upper school in 2023-2024. However, our total enrollment has decreased from 1124 in 2021-2022 to 1005 in 2025-26.
- Looking at enrollment by grade level, Grade 9 enrollment decreased from 175 in 2021-2022 to 152 in 2023-2024. Grade 11 enrollment shows a significant increase from 103 in 2021-2022 to 154 in 2023-2024, while Grade 12 enrollment decreased from 85 to 77 in the same period.
- By student group, Hispanic/Latino students consistently represent the largest group, with enrollment around 85% of students between 2021-2025. English Learners show a decrease in enrollment from 31% of students in 2021-22 to 23% in 2024-25.

Analysis & Implications:

- **Validation of Enrollment Pause:** The observed increase in academic gains and staff retention while operating at a reduced capacity (**112 incoming 5th-graders vs. 168 5th graders**) implies that the strategic, temporary reduction was a successful intervention. This **validates the decision** to prioritize strengthening internal systems and culture over immediate growth.
- **Future Re-Expansion is Sustainable:** Since the current reduced enrollment is **voluntary and tied to system improvement**, the school is likely building a stronger, more resilient foundation. This implies that once the pause concludes, a return to full capacity (**168 students per grade**) could be more sustainable and less likely to erode academic or cultural gains, assuming strengthened systems are maintained and key leaders are retained.
- **Demographic Alignment is a New Priority:** The revision of the [admissions policy, for our new charter term](#), to **remove the sibling preference** implies that **demographic alignment** with the [broader district](#) is a specific, newly prioritized goal. This change will likely lead to **greater diversity** in the student body over time, particularly for the Hispanic/Latino and Socioeconomically Disadvantaged groups who already form the majority.
- **Need to Investigate EL Enrollment Decline:** The noticeable drop in English Learner (EL) enrollment (**from 31% to 23% of the student body**) implies a need to investigate whether this decline is an unintended consequence of the enrollment pause or a broader community trend. If it's a structural issue, targeted recruitment and outreach to the EL population may be required to maintain service levels.

Academic Data

SBA - ELA/Standards Met or Exceeded

LINK to 3 years of disaggregated data: [WASC Data Tool](#), [CA Dashboard](#), [CA Test Results, 2024-25](#), [CAASPP Results](#), [Fall 2024 California School Dashboard Target-setting Tool for LCAPs and SPSAs](#)

Current Trends:

- Overall ELA proficiency increased from 39% in 2021–22 to 49% in 2023–24, before slightly decreasing to 47% in 2024-25.
- Distance from Standard (DFS) improved significantly from -25.5 in 2021-22 to -2.4 in 2023-24 schoolwide.
- Notable gains for Hispanic/Latino students 38% in 2021-2022 to 46% to 2024-2025. and Socioeconomically Disadvantaged students from 38% in 2021-2022 to 48% to 2024-2025.
- The English Learners (EL) group's SBAC ELA proficiency fluctuated, peaking at 18% in 2022-23 before stabilizing at 15% for the last two years (2023-2024 and 2024-2025)
- Students with Disabilities (SWD) and English Learners (EL) remained at significantly lower proficiency. 13% of SWD and 15% of EL students are at proficient level in 2024-2025.

Analysis & Implications:

Our analysis of ELA data reveals a mandate for both celebration and immediate action, confirming that while our current strategies are driving strong overall gains, persistent equity challenges require a strategic shift.

- **Sustain and Scale Effective Strategies:** The overall improvement in ELA proficiency and Distance from Standard (DFS), especially the strong gains for Hispanic/Latino and Socioeconomically Disadvantaged students, implies that the current **school-wide literacy and instructional programs should be maintained and scaled** to ensure continued broad success.
- **Need for Targeted Intervention:** The consistently low and stagnant proficiency rates for **Students with Disabilities (SWD) at 13% and English Learners (EL) at 15%** has prompted an **allocation of resources** toward specialized, highly-differentiated, and evidence-based interventions to address this persistent achievement gap.
- **Focus on Equity and Inclusivity:** To support the SWD and EL groups, there's an implication to **invest in professional development** that emphasizes **inclusive practices** and deeper understanding of both special education needs and second-language acquisition, moving beyond a one-size-fits-all approach.
- **Enhance Culturally Responsive Materials:** The notable progress of Hispanic/Latino students implies that further integration of **culturally responsive literacy materials** could be a low-cost, high-impact strategy to maintain momentum and potentially boost engagement and outcomes for this group even further.

SBA - Math/Standards Met or Exceeded

LINK to 3 years of disaggregated data: [WASC Data Tool](#), [CA Dashboard](#), [CA Test Results, 2024-25](#), [CAASPP Results](#)

Current Trends:

- School-wide proficiency improved from 14% (2021–22) to 27% (2024–25).
- DFS improved by nearly 34 points (from -99.4 to -65.5) between 2021-22 to 2023-24.
- African-American students saw a strong gain (16% to 23%) from 2021-22 to 2024-25.

- Significant growth among Socioeconomically Disadvantaged students (15% to 27% at proficient level) between 2021-22 to 2024-25.
- Students With Disabilities increased from 0% meeting standards in 2023-24 to 4% in 2024-25.

Analysis & Implications:

- **Validate and Invest in Current Strategy:** The significant improvement in overall proficiency (from 14% to 27%) and the remarkable 34-point gain in **Distance From Standard (DFS)** imply that the current school-wide math strategies and instructional focus are fundamentally sound. This success **validates continued investment** in these core programs to build on the momentum.
- **Investigate the Wide Gap in Proficiency Within MWA:** Historically, students in the upper school (11th grade) have a materially higher proficiency rate than the middle school grades (5th-8th grades). What can we learn from the way math is taught in the upper school versus the middle school that accounts for this difference? There may be lessons learned that we can apply in the middle school grades.
- **Prioritize Specialized SWD Intervention:** The fact that only **4% of Students with Disabilities** are proficient implies that the current system is not effectively serving this group. This necessitates making SWD math outcomes a **top, non-negotiable priority**, which includes mandatory, comprehensive **professional development** for all staff on differentiated instruction and specialized academic support.
- **Sustain and Expand Equity Initiatives:** Strong gains among **African-American students** (16% to 23%) and **Socioeconomically Disadvantaged students** (15% to 27%) imply that initiatives aimed at equity and targeted support are beginning to pay off. The next step is to **analyze the most successful components** of these efforts and expand them to **accelerate** progress further.
- **Growth and Proficiency:** While there has been significant growth in math student achievement, the overall proficiency rate is still only 27%. An emphasis on strengthening grade-level, Tier 1 instruction is critical to materially raising the level of proficiency in math student achievement at MWA. With the school having experienced some relative stability and a focus on individualized instructional coaching, the school aims to continue to see and celebrate not only growth but also moving more students at or above the Distance From Standard.

CAST - Standards Met or Exceeded

LINK to 3 years of disaggregated data: [WASC Data Tool](#), [CA Dashboard](#), [CA Test Results, 2024-25 CAASPP Results](#)

Current Trends:

- Overall proficiency rose in CAST from 19% in 2021-22 to 33% in 2024-25.
- Strong improvements among Black/African-American students from 17% in 2021-22 to 24% in 2024-25 and Hispanic/LatinX students from 18% in 2021-22 to 33% in 2024-25.
- Socioeconomically Disadvantaged students improved in CAST achievement from 20% in 2021-22 to 33% in 2024-25.
- Students with disabilities decreased in CAST achievement from 11% in 2021-22 to 7% in 2024-25.

Analysis & Implications:

- Our current **core science instruction and equity-focused initiatives** are clearly making a **difference**, as evidenced by the significant proficiency gains among our **Black/African-American, Hispanic/LatinX, and Socioeconomically Disadvantaged students**. This success isn't luck; it's proof that certain strategies work and should be **celebrated, sustained, and intentionally replicated** across all our content areas.
- However, the data simultaneously reveals a profound challenge we are failing to meet: the **disastrous achievement gap for our Students with Disabilities (SWD) and English Learners (ELs)**, with SWD proficiency actually *dropping* to 7% and EL proficiency remaining below 5%. It implies that a **complete and urgent overhaul of our specialized support and inclusion models** is immediately necessary, as our current system is clearly not supporting these students adequately.
- To deepen learning for *all* students, we need to **prioritize cross-disciplinary STEM integration**. We can no longer treat science as an isolated subject. We must intentionally weave in support for **math and literacy skills** during science instruction, using that content as a powerful vehicle to build core competencies and ensure every student can access complex scientific concepts.
- Finally, while we're making gains, we need to critically examine the basic infrastructure supporting our science program. The data suggests that a comprehensive review of our **instructional minutes and our access to highly qualified science teachers** is needed to ensure every student, every day, has the excellent instruction they deserve.

ELPAC - Standards Met or Exceeded

LINK to 3 years of disaggregated data: [WASC Data Tool](#), [CA Dashboard](#), [CA Test Results, 2024-25 ELPAC Results](#)

Current Trends:

- School-wide proficiency continues to grow, with 72% of students scoring at Level 3 or 4 in 2024–25.
- Level 4 students represent 29% of the population, slightly lower than the prior two years, though still strong.
- Grades 8 and 12 stand out with high percentages of students scoring at Level 3.
- Grades 9 and 10 show more students at Level 1 and fewer at Level 3 compared to other grade levels.

Analysis & Implications:

- **Sustain and Replicate Excellence:** The steady increase in overall proficiency, coupled with the strong performance in **Grades 8 and 12**, implies that our current instructional and support models are effective at helping students reach proficiency. Our next growth step is to **systematically study the high-leverage practices** in Grade 8 that produce exceptional results at Level 3, and then **embed those strategies across all other grade levels**.
- **Target the High School Transition:** The noticeable concentration of students at **Level 1 in Grades 9 and 10** indicates a critical **point of fracture** in our system during the high school transition. This is an urgent opportunity to design and implement **targeted, specialized language supports** that are fully aligned with the increasing academic demands of the ninth and tenth grades, ensuring students don't fall behind.
- **Focus on Elevating Mastery (Level 4):** While our overall proficiency is high, the slight dip in **Level 4 performance** (now 29%) implies a need to elevate our instructional rigor. We must help students reach proficiency through more Tier 1, grade level curricular focus and instruction and on **deepening**

critical thinking and analytical skills to support a greater percentage of students attaining the highest level mastery band.

- **Leverage Grade-Level Strengths:** The high percentage of **Level 3 students in Grades 8 and 12** provides a template for success. We should actively investigate the support structures, teacher collaboration, and curriculum pacing in these grades to **identify transferable models** that can strengthen the outcomes for students in Grades 9 and 10.

Reclassification Rates

LINK to 3 years of disaggregated data: [reports](#), EL coordinator Hub

Current Trends:

- The reclassification rate declined from 20% (2017–18) to a low of 2% (2020–21), largely due to disruptions caused by COVID-19.
- Partial recovery to 12% in 2021–22, followed by 14.7% (2022–23) and 21.9% (2023–24).
- Slightly decline in 2024–25 to 12.4% attribute to the absence of the ELD coordinator that year.

Analysis & Implications:

This data presents an encouraging comeback story, with our **reclassification rate surging to 19% in 2024–25**—our strongest performance since 2017–18. This dramatic rebound confirms our ability to overcome systemic challenges and proves that **recent, targeted interventions are working**.

- **Validate and Codify Current Success:** The strong rebound in reclassification implies that the specific supports and staffing resources restored or implemented in 2024–25 are highly effective. Our immediate growth priority must be to **document and sustain these high-leverage practices** to lock in this new level of performance and prevent any future dip.
- **Insulate Against External Factors:** The historical data shows that external factors, such as **staffing changes (ELD Coordinator absence)** and **disruption (COVID-19)**, have a direct and severe impact on our English Learner (EL) outcomes. This implies that we must build **resilient, systemic ELD programs** that are less dependent on single roles and better equipped to withstand inevitable fluctuations in staffing and operations.
- **Focus on Long-Term Acceleration:** With the overall rate stabilized, our next growth challenge is to **accelerate the reclassification of Long-Term English Learners (LTELs)**. The sustained focus on ELD programs must now shift toward specialized strategies that address the unique needs of LTELs, ensuring the current 19% rate becomes the **minimum standard** for every cohort.
- **Invest in Consistent Leadership:** The correlation between the ELD coordinator absence and the rate decline implies that **consistent, specialized leadership** is a critical component of success. This validates investing in and maintaining dedicated EL leadership to ensure continuous program fidelity and effectiveness.

Graduation Rates

LINK to 3 years of disaggregated data: [CALPADS Reports](#), [Fall 2024 California School Dashboard Target-setting Tool for LCAPs and SPSAs](#)

Current Trends:

- The school-wide graduation rate increased from 87% (2021–22) to 91% (2022–23), then decreased slightly to 86% (2023–24).
- English Learners showed significant gains from 71% (2021–22) to 86% (2022–23), then dropped to 68% (2023–24).
- Socioeconomically Disadvantaged students improved from 88% (2021–22) to 91% (2022–23), then declined to 85% (2023–24).
- Hispanic/Latino students followed a similar pattern, increasing from 89% (2021–22) to 92% (2022–23), then decreasing to 85% (2023–24).
- Students with Disabilities remained low at 64% in 2021–22; other groups including Long-Term English Learners, Foster Youth, African-American, and Homeless students had incomplete data.

Analysis & Implications:

- **We have proven that high-level growth is possible**, especially for our English Learners (ELs), whose rate shot up to 86% in 2022-23. This jump confirms the effectiveness of targeted support models when they are fully utilized. The subsequent and **steep decline in the EL graduation rate to 68%** is a non-negotiable area for intervention. It implies that our current EL supports are either **inconsistent, not sustainable, or need complete restructuring** to effectively carry these students through their critical high school years. Our commitment is to stabilize and elevate this rate immediately.
- The minor, yet significant, declines seen in the graduation rates for our **Socioeconomically Disadvantaged** and **Hispanic/Latino students** indicate that our success is currently fragile. It implies a need to **move beyond temporary gains** and solidify our current strategies into **durable, systemic practices** that are immune to fluctuation. We must analyze what changed between the high-performing year and the following year and use that knowledge to build resilience.
- A critical, growth-minded reflection also compels us to address the **persistent achievement gap for our Students with Disabilities (SWD)**, whose rate remains low at 64%. Furthermore, the **incomplete data for African-American, Foster Youth, and Homeless students** is a significant barrier to achieving true equity. It implies a moral and operational imperative to **prioritize 100% data integrity** so we can move from assumption to **targeted, effective action** for every single student demographic.

12th Grade Completion of “a-g” Required Courses with a “C” or Better

LINK to 3 years of disaggregated data: [A-G](#)

Current Trends:

- School-wide “a-g” California College admissions eligibility rate increased from 85% (2021–22) to 100% (2022–23 and 2023–24).
- English Learners, Socioeconomically Disadvantaged, and Hispanic/Latino students also reached 100% completion in the last two years.
- Data is incomplete for several groups, including Students with Disabilities, Homeless, Foster Youth, African-American, American Indian/Native Alaskan, Asian, Native Hawaiian/Pacific Islander, Two or More Races, and White students.

Analysis & Implications:

Apart from 2021-22 when AB 104 was in effect, MWA ensures that all students graduate with 100% A-G completion. This success story is particularly meaningful because it confirms that our strategies are highly

effective for our largest populations: **English Learners, Socioeconomically Disadvantaged, and Hispanic/Latino students** have all reached 100% A-G completion. This achievement is not an endpoint; it is a **new baseline** that establishes our expectation for every single student.

However, a growth mindset compels us to look critically at what we don't know. The **incomplete data for several groups**—including **Students with Disabilities, Homeless, Foster Youth, African-American, and Asian students**—presents a serious, immediate challenge. We cannot declare true equity when we have **hidden disparities** that we are unable to measure. Our next, most crucial step in the journey to universal excellence is a commitment to **100% data integrity**, starting with prioritizing accurate collection for our most vulnerable groups like **Students with Disabilities, Homeless, and Foster Youth**.

Our commitment moving forward is twofold:

- **Document and Preserve Excellence:** We must immediately **codify and embed the successful best practices** that led to 100% completion for our core groups. This knowledge is too valuable to lose and must be the foundation for all future instruction.
- **Uncover and Address Hidden Gaps:** As we close the data gaps, we must be ready to use the findings to **design and deploy targeted support models** for any underrepresented group that is not yet meeting the 100% benchmark. True growth means ensuring that what is possible for some is achieved by all.

College and Career Indicator

LINK to 3 years of disaggregated data: [WASC Data Tool](#), [Matriculation Rates](#), [UC Admissions \(class of 2024\)](#)

Current Trends:

- The overall College and Career Indicator (CCI) rate (percent prepared) for the school decreased from 55% in 2022-2023 to 46% in 2023-2024.
- English Learners (including LTELs) and Hispanic/Latino students also showed a decrease of 18% in their CCI rates from 2023 to 2024.

Analysis & Implications:

The recent decline in our **College and Career Indicator (CCI) rate, dropping from 55% to 46%**, is a clear challenge and requires us to view this dip as an **immediate opportunity to clarify our pathways and expand high-value options** for our students.

- **Elevate the Value Proposition of CTE:** The decrease in student preparedness implies that our current Career Technical Education (CTE) pathway needs a significant upgrade in perceived value. **Immediately finalizing the articulation agreement with a local college** is essential, as this tangible partnership will make the pathway more appealing and directly motivate students by offering college credit and a clear post-secondary benefit.
- **Establish Non-Negotiable Pathway Clarity:** The data implies that students are failing to meet the CCI "completer" status due to confusion about requirements. We must **establish and enforce a crystal-clear communication system** ensuring every student understands that they **must begin their CTE course sequence by their Junior year** and complete the required capstone course in their senior year. This is a fixable, systemic error.
- **Leverage New Leadership for New Opportunities:** The creation of the **Associate Director of Career Development & Internship** role is a massive opportunity to reverse the decline. This implies

an immediate need to **rapidly build Registered Pre-Apprenticeships**, which will open a powerful, new, and highly marketable avenue for students to achieve "Prepared" status, especially for our most impacted groups like English Learners and Hispanic/Latino students.

- **Target Support to Reverse Subgroup Declines:** The synchronized 18% decline for our **English Learners and Hispanic/Latino students** implies that these groups need immediate, targeted support and outreach within the college and career readiness process. Their success will hinge on clear, culturally relevant advising that ensures they are aware of and enrolled in the newly fortified pathways.

Behavioral Data

Chronic Absenteeism

LINK to 3 years of disaggregated data: [WASC Data Tool](#), [DA Eligibility Info](#), [Monthly ADA% Graphs 2022-2023](#), [2023-2024](#), [2024-2025](#)

Current Trends:

- The overall average chronic absenteeism rate dropped significantly from 63.7% in 2021-2022, to 18.5% in 2023-2024, to 9.9% in 2024-25
- In 2021-2022, **African American students** had the highest rate (69%) and by 2024 maintained the lead with 36.4%
- The rate for Students with Disabilities dropped from 63.6% in 2021-2022 to 32.6% in 2023-2024

Analysis & Implications:

The remarkable drop in our overall chronic absenteeism rate, plummeting from **63.7% to 9.9%**, is a powerful testament to our collective effort and **proves the effectiveness of our intentional, multi-faceted interventions**. This success demonstrates that we have the power to overcome systemic challenges and re-engage our students.

- **Sustain and Celebrate What Works:** The dramatic reduction across **all student groups** validates the strategic value of our communication and recognition systems (ParentSquare, daily notifications, and attendance certificates). The immediate implication is to **codify these successful practices** into standard operating procedure, ensuring they are sustained and constantly refined to push the 9.9% rate even lower.
- **Target the Persistence Gap:** While all groups improved significantly, the fact that **African American students (36.4%) and Students with Disabilities (32.6%)** still maintain the highest rates implies that our general outreach methods, while effective broadly, are **not yet sufficient to address the specific, underlying barriers** faced by these two groups. This demands an **immediate, deep-dive analysis** to develop highly personalized and relational supports tailored to the unique needs of these students and their families.
- **Leverage Data Transparency for Ownership:** The practice of using the [CEO Dashboard for ADA](#) and sharing it with the community implies a successful strategy of fostering **collective ownership** of attendance. Our next growth step is to make this data even more actionable at the classroom and team level, empowering every staff member to be an active agent in attendance recovery.
- **Shift from Compliance to Connection:** While notifications and certificates are effective compliance tools, the remaining gap implies a need to focus on **deepening student-teacher relationships** and

cultivating a truly welcoming and engaging campus culture. We must view the remaining 18.5% as an opportunity to move beyond tracking absences and toward understanding and resolving the root causes of disengagement.

Drop-out Rates

LINK to 3 years of disaggregated data: [WASC Data Tool](#), CALPADS Drop out Reports: [2021-22](#), [2022-23](#), [2023-2024](#), [2024-25](#)

Current Trends:

- The drop-out rate has been increasing throughout the years with a slight dip in the most recent year: in 2021-22 we only had 1 (0.09%) drop-out, 4 (0.4%) in 2022-23, 11(1%) in 2023-24, and 9 (0.8%) in 2024-25.
- Looking at the total from 2021-2024, the most common trends are:
 - Involuntarily Removal: 10 students
 - Expulsions: 5 students
 - Timed out: 5 students

Analysis & Implications:

The gradual rise in our dropout rate—from 1 student in 2021-22 to 11 in 2023-24, with a slight dip to 9 in 2024-25—highlights areas where students are at risk of disengaging. Many of these cases involve Involuntary Removals, where students are temporarily removed from class or school due to behavioral concerns; Timed Outs, where students are removed from an activity or class for a set period as a behavioral intervention; and Expulsions, which are formal, permanent removals for severe behavioral or legal reasons.

- **Focus on Systemic Belonging for High-Volume Groups:** The fact that **Hispanic/Latino students represent the highest subgroup of dropouts** requires us to look beyond individual student circumstances. This implies an urgent need to investigate and enhance our **sense of school belonging, cultural responsiveness, and relational support** within this major demographic. We must critically examine our systems, not just our students, to identify and remove the internal barriers that lead to disengagement.
- **Decipher and Disrupt Exclusionary Practices:** The data highlights **Involuntary Removals and Expulsions** (15 total) as primary drivers of dropouts, which implies a strong **correlation between our disciplinary practices and the ultimate decision to leave school**. Students who are removed are likely students who have also been suspended. This signals that our current approach to conflict resolution and behavior management is inadvertently pushing students out. Our immediate implication is to **aggressively invest in restorative practices, early warning systems, and behavior intervention support** to drastically reduce the reliance on exclusionary discipline, which is a known precursor to dropping out.
- **Investigate and Validate Post-Exit Pathways:** The possibility that students are transitioning to adult education programs implies a gap in our tracking and support, not necessarily a failure in education. A potential area for us to explore is **establishing a process to actively follow up and validate the post-exit enrollment status** of every "timed out" or "involuntary removal" student. This will not only improve our data accuracy but also allow us to learn from and potentially **partner with these alternative pathways**.

Suspension Rates

LINK to 3 years of disaggregated data: [WASC Data Tool](#), [DA Eligibility Info](#), [DA Improvement Journey](#).

[Cycle 1](#), [Cycle 2](#), [Infraction Data Summary 25-26](#)**Current Trends:**

- The average suspension rate across all student groups has shown an increasing trend from 9.8% in 2021-2022 to 12.1% in 2024-2025
- Although our Black/African-American students make up less than 10% of our student population, Black/African-American students consistently exhibit among the highest suspension rates, with 27.8% in 2021-22 and reaching 34.5% in 2023-2024. However, in 2024-2025, the subgroup with the highest suspension rate (not including Two or More Races) was **Long-Term English Learners**.
- Students with Disabilities and English Learners have experienced notable increases in their suspension rates. The suspension rate for Students with Disabilities rose from 7.4% in 2021-2022 to 17.9% in 2023-2024, while English Learners saw an increase from 8.5% to 17.5% over the same period.

Analysis & Implications:

- **Differentiated Assistance Eligibility:** As a result of our suspension rates, we are in Differentiated Assistance and began our [Improvement Journey](#), Cycle 1 in March 2024. This work allowed us to identify the root causes of our high rates, as well as to create a plan for lowering the suspension rate particularly for African American students and students with disabilities.
- **Leverage Differentiated Assistance to Revise Policy:** Being in **Differentiated Assistance** is not a penalty; it is a clear opportunity for funded, expert-led growth. The implication is that we must leverage the [Improvement Journey, Cycle 1](#) work to not only create a plan but to **fundamentally revise disciplinary policy and procedure** to ensure that exclusion is a last resort, particularly for the student groups we are failing most often.
- **Urgent Disruption of the Disproportionality Pipeline:** The persistently high suspension rate for **Black/African-American students, reaching 34.5% in 2023–2024** (despite this group making up less than 10% of our student body), is a critical area of focus. The data suggests that our current disciplinary definitions and enforcement practices may be disproportionately impacting this demographic of students.
- **Restorative Practices Need Systemic Integration:** The increase in rates for **Students with Disabilities (up to 17.9%) and English Learners (up to 17.5%)**—and the fact that **Long-Term English Learners** led the school in suspensions in 2024–2025—implies that our current restorative efforts are being applied **after the fact** and are not preventing the initial incidents. The growth area is moving beyond individual check-ins to **integrating restorative and prosocial skill-building practices** into the *core curriculum* and *school culture* to address root causes before they escalate.
- **Behavior Contracts Must Be Proactive, Not Reactive:** The current use of behavior contracts, while intended to be proactive, is primarily being applied *after* a student has already been suspended or engaged in consistent negative behavior. The implication is that we need to **push our interventions further upstream**. Our growth lies in **identifying and intervening with at-risk students much earlier**—before a single incident occurs—by leveraging early warning data rather than waiting for disciplinary referrals.
- **Validate the Efficacy of Support Measures:** We have excellent measures like post-incident debriefs and restorative check-in questions, but the rising rates imply that the **follow-through support is either insufficient or inconsistent**. Our growth priority must be to **quantify the impact of these interventions**. We need data that proves students who go through a restorative circle or contract are

less likely to have a subsequent suspension, allowing us to identify and scale the most effective supports.

Expulsion Rates

LINK to 3 years of disaggregated data: [WASC Data Tool](#)

Current Trends:

- Expulsions rose from 2 in 2021-2022 to 10 in 2022-2023, then dropped to 5 in 2023-2024.
- Socioeconomically Disadvantaged students had the highest total expulsions (8 over four years), followed by Hispanic/Latino (6) and African-American students (3).
- All three groups saw peaks in 2022-2023, with reductions in 2023-2024.

Analysis & Implications:

- **Target Root Causes to Halt Disproportionate Exclusion:** The persistent, high exclusion rates for **Socioeconomically Disadvantaged** and **Hispanic/Latino** students—who also constitute the majority of the student body—imply a fundamental misalignment between our current behavioral supports and the cultural/contextual needs of our population. Our focus must shift from reactionary to proactive measures. This means a rapid, data-informed investment in **culturally responsive tiered behavioral supports (MTSS/RTI)** that build skills like conflict resolution and emotional regulation *before* incidents escalate to the expulsion level.
- **Interrupt the Emerging Disproportionality for African-American Students:** The pattern of expulsions for **African-American** students, though small in absolute terms (0 → 1 → 2), is a critical early warning sign that demands immediate intervention. The data suggests that subjective disciplinary codes may be disproportionately impacting this group, echoing broader national patterns. We must develop interventions for this specific subgroup.

Local Data

Perception Data (California Healthy Kids Survey & Local Climate Survey)

LINK to 3 years of disaggregated data: [WASC Data Tool](#), [MWA Climate Survey Results, Overtime](#), [MWA Climate Survey Results - October 2025](#)

Current Trends (California Healthy Kids Survey + Local Climate Survey for Students):

- All schoolwide indicators—including “School Connectedness”, “Academic Motivation”, “Caring Relationships”, “High Expectations”, and “Perceived School Safety” show a positive upward trend from 2023-2024 to 2024-2025, a reversal of previous trends. This demonstrates significant progress in key areas of the school environment.
- The turnaround in “School Connectedness” is particularly promising, moving from a previously consistent downward trend to a 52% positive score in 2024-2025.
- The dramatic decline in “High Expectations” has been successfully addressed, with a remarkable increase from 47% in 2023-2024 to 71% in 2024-2025.

Current Trends (Local Climate Survey Families):

- All three indicators have reached scores in the high 80s and 90s, reflecting a very positive and continuously improving perception from families.
- "School Safety" reached an impressive 97% in 2024-2025, a significant climb from 72% in 2021-2022.
- The largest increase was in "School Responsiveness," which climbed 20 points from 68% in 2021-22 to 88% in 2024-25, suggesting that families feel the school has become much more effective at listening and acting on their concerns.
- The results show that perceptions from both students and families are moving in a positive direction, with families maintaining a higher level of satisfaction compared to students who demonstrate recent turnaround in their perceptions.

Analysis & Implications:

- **Codify and Scale the Turnaround Strategy:** The simultaneous positive movement across all student indicators (Connectedness, Expectations, Motivation, Safety) is not random; it's evidence of **effective, systemic changes** put in place between 2023-2024 and 2024-2025. This success is a blueprint for continued growth. Our focus must now be on **codifying the strategy** that led to the gains in **"School Connectedness" (up to 52%)** and **"High Expectations" (up to 71%)**. We must conduct a "Success Audit" to identify the top 2-3 specific actions (e.g., changes to advisory, professional development on instructional rigor, explicit SEL curriculum) responsible for this surge. By treating these actions as the **new "non-negotiables,"** we can embed them into new teacher onboarding, master schedules, and administrative evaluation criteria, guaranteeing that the cultural gains are sustained and don't regress.
- **Shift from "Satisfaction" to "Co-Ownership" with Families:** The remarkably high family satisfaction scores—especially **"School Safety" (97%)** and **"School Responsiveness" (88%)**—signal that families have high **trust** in the school's ability to listen and act. This high trust is a massive growth asset. Assuming that we can keep the momentum going, we might be able to move beyond simply soliciting feedback and use this high level of trust to invite **true co-ownership** of academic challenges. We could utilize the strong family satisfaction to partner with them on the remaining student growth areas, turning the passive approval into **active support** for more rigorous academic standards and homework expectations.
- The impressive climb in **"Perceived School Safety"** (both student-reported positive trends and family-reported **97%**) provides the necessary **psychological safety net** for deeper learning. A high-safety score creates the foundation to push for higher **intellectual risk-taking** in the classroom. We must explicitly leverage the safety gains to shift classroom instruction from content coverage to **complex, ambiguous problem-solving** and student-led inquiry where failure is viewed as information, not a final outcome

AP Test Scores and Test Takers

LINK to 3 years of disaggregated data: [AP Scores Summary](#)

Current Trends:

- The number of students taking AP exams and the total number of exams taken both showed a general upward trend. The number of students increased from 135 in 2020-2021 to 175 in 2024-25, and the number of exams increased from 206 to 282 over the same period.
- The number of students who scored a 3 or higher consistently increased each year, starting at 29 in 2020-2021 and reaching 97 in 2024-2025.

- The percentage of students with a score of 3 or higher on their exams shows an increase from 21.48% in 2020-2021 to a peak of 60.78% in 2022-2023, followed by a slight decrease to 55.43% in 2024-2025.
- The AP Spanish Language and Culture course had the highest mean scores, with a high of 3.68 in 2024-2025.
- The AP English Language and Composition course saw a gradual increase in its mean score from 1.46 in 2020-2021 to 2.34 in 2024-2025.
- The AP United States History course's mean score for this course also increased, rising from 1.12 in 2020-2021 to 2.42 in 2023-2024.
- AP Statistics exams remained consistently low, with a high of 1.44 in 2020-2021 and a low of 1.00 in 2021-2022.

Analysis & Implications:

- The significant increase in **AP exam participation** from 135 students in 2020–2021 to 175 in 2024–2025 is a powerful indicator that our efforts to **expand access to rigorous coursework** are succeeding, implying that we must now focus intensely on ensuring this growth is inclusive and supported. While the upward trend in the number of students scoring a **3 or higher (from 29 to 97)** validates our overall instructional quality, the slight **dip in the pass rate percentage (from 60.78% to 55.43%)** signals a critical growth opportunity: our efforts to increase access are currently outpacing our ability to ensure *quality preparation* for every enrolled student. Therefore, we must immediately diagnose the specific courses or subgroups responsible for this recent slippage to **recalibrate our instructional support** and prevent the dilution of program rigor.
- The strong performance in courses like **AP Spanish Language and Culture (3.68 mean score)** and the dramatic gains in both **AP English Language and Composition (1.46 to 2.34)** and **AP U.S. History (1.12 to 2.42)** represent high-leverage internal models that must be systematically codified and scaled through professional development to lift outcomes across all subjects.
- Conversely, the **persistently low mean scores in AP Statistics** (consistently near 1.0) represent an urgent, non-negotiable area for programmatic intervention, implying that a complete curriculum review, targeted professional development for the instructor, and proactive support systems for enrolled students are necessary to elevate the course to a level where it genuinely prepares students for college credit. Ultimately, our growth trajectory requires us to move from simply measuring participation to **quantifying the equity of success**, ensuring that every student who takes the challenge of an AP course is equipped with the resources to earn a qualifying score.

SAT Scores

LINK to 3 years of disaggregated data: [SAT Summary](#)

Current Trends:

- The data reveals a significant increase in student participation in the SAT, with the number of test-takers almost doubling from 36 in both Fall 2022 and Fall 2023 to 70 in Fall 2024. Despite this large increase in participation, the school has maintained a consistent average total score. The average total score remained stable at 971 in Fall 2022, 972 in Fall 2023, and slightly increased to 976 in Fall 2024.
- The average score for the Math section has been consistently maintained, while the average Reading and Writing (ERW) section score saw a slight increase before plateauing. The percentage of students

meeting both the ERW and Math benchmarks has fluctuated, with a decrease from 25% in Fall 2022 to 17% in Fall 2023, followed by an increase to 20% in Fall 2024.

- When compared to the district, state, and national averages, the school's SAT performance shows:
 - **Meeting Benchmarks:** Making Waves Academy's (MWA) percentage of students meeting both benchmarks (20% in Fall 2024) is significantly lower than the district (46%), the state (58%), and the U.S. and U.S. Territories (31%). This highlights a major gap in preparing a larger proportion of students to meet college-readiness benchmarks.
 - **Average Total Score:** The school's average total score of 976 is lower than all comparison groups, including the district (1072), the state (1136), and the U.S. and U.S. Territories (980).
 - The school's average **Math score** (465) is lower than the district (524), state (563), and the U.S. and U.S. Territories (479).
 - The school's average **ERW** score (512), while lower than the district (548) and state (572), is slightly higher than the national average for the U.S. and U.S. Territories (501).

Analysis & Implications:

- The dramatic doubling of **SAT participation** (from 36 to 70 test-takers) is a major success, implying that **access barriers have been effectively removed** and that the school community values college entrance exams. Crucially, the **stable average total score (around 976)** despite this massive enrollment increase indicates that **performance quality has been successfully maintained** even with a larger, potentially more diverse testing cohort.
- However, a critical growth implication is the **significant gap in college readiness**; the school's percentage of students **meeting both benchmarks (20% in Fall 2024)** is much lower than the district (46%), state (58%), and even the national average (31%). This implies that the school is currently succeeding at **getting students to take the test, but failing to prepare a sufficient proportion of them to be deemed college-ready**.
- The **consistently low average Math score (465)**, which falls below all comparison groups, points to a **systemic weakness in the mathematics curriculum or instruction** specific to the concepts and skills valued by the SAT.
- Conversely, the **ERW score (512)** being slightly *above* the national average should be leveraged immediately to **identify, codify, and scale those successful literacy teaching practices** across the curriculum, specifically applying them to support analytical reading and reasoning in the math section.
- Moving forward, the primary focus must shift from enrollment efforts to **targeted, high-impact instructional intervention** to elevate the percentage of students meeting benchmarks. The goal is to move the SAT from an exercise in participation to a **validated measure of college readiness** for the majority of students.

Chapter 3: WASC Standards

Category A: Vision, Leadership, Resources and Professional Learning

Standard A1. Vision and Mission

The school demonstrates strong commitment to its vision, mission and goals with a focus on student achievement and family and community engagement.

1. How does the school's vision/mission reflect student needs, current research, and a focus on a supportive learning environment?

The vision and mission for student needs is “evergreen”—college and career readiness, developing good citizens, inviting contribution back to the community, and fostering positive contributions to the workforce. Despite societal shifts in the U.S. and abroad, including social and political discord, advances in technology and AI, and changes to the higher education model in the U.S. and certain job sectors, [MWA's mission and vision](#) continue to reflect an approach that aims to best prepare students for their postsecondary lives, dreams, and futures. Research supporting the importance of an educational environment that feels safe for students (social-emotional and physical safety) [holds students to high expectations for achievement and growth](#), and integrates holistic development through trusting relationships with adults and peers underpins the school's approach. The comprehensive approach—combining rigorous academics, social-emotional support, and college/career readiness programming—aligns with contemporary educational research emphasizing that academic achievement alone is insufficient without addressing students' broader developmental needs.

The school's supportive learning environment is evident through multiple structural and instructional practices rooted in current best practices. [Morning Huddles](#) provide daily grounding and community-building, while investment in [instructional coaching](#) reflects research on the importance of continuous professional development. Particularly noteworthy is the [implementation of a 50% grading floor](#). This growth-oriented grading approach, along with proactive student support systems such as progress reports, identification of students of concern, and academic interventions, demonstrates the school's commitment to ensuring all students can succeed rather than being sorted into winners and losers.

2. How are all educational partners involved in maintaining the school's vision/mission for student achievement?

Making Waves Academy provides opportunities for all educational partners—students, families, staff, and leadership—to be actively involved in maintaining the school's vision and mission for student achievement through multiple structured channels for collaboration and feedback. The [Local Control and Accountability Plan \(LCAP\) Advisory Group](#) serves as a central forum where students, families, and school leaders come together to discuss and shape the school's three main goals:

- Goal 1: Support for All Learners
- Goal 2: College and Career Readiness
- Goal 3: Diversity, Equity, and Inclusion.

This collaborative approach is further strengthened by the [English Learner Advisory Committee \(ELAC\)](#), which specifically engages parents and guardians of English Learners to ensure their voices inform decision-making. Additionally, the school's self-study process involves systematic feedback loops where Engagement Leads and Standards Leads work together to gather input from all educational partners on various aspects of school improvement.

Student voice and leadership opportunities are prioritized [through direct communication channels](#), including regular update emails sent to students, CEO meetings with the student council, and having [student representatives speak at all board meetings](#), making school leadership accessible for questions and feedback.

[Regular newsletters from the Chief Operating Officer \(COO\)](#) further strengthen transparency and communication by providing timely operational updates, school-wide announcements, and reminders that help ensure faculty and staff remain informed and aligned with organizational goals. Staff involvement is embedded in daily practices such as [Morning Huddles, led by a rotation of lead teachers, content leads, and grade-level leads](#), which keep everyone aligned on school priorities while celebrating achievements and sharing updates across academics, athletics, and college/career programming.

Parent communication and engagement is supported in multiple ways. The school utilizes the tool, ParentSquare. Parent Square allows parents to choose interpretations of messaging in over 100 different languages, allowing staff and faculty to communicate directly with parents/guardians. In addition, the school utilizes a company that translates written materials we share with parents as well as live interpretation remotely (over the phone) or in person at meetings. Finally, the school organizes multiple ways for parents to engage with staff directly such as the “back to school” orientations, “Back to School” night, monthly parent talks via Zoom, and new events like the Fall Gala that allows parents/guardians, students, and staff to interact with one another on campus and learn about the different student clubs and activities.

This multi-layered approach provides multiple avenues to make the school's vision a shared responsibility where all educational partners have meaningful opportunities to contribute, provide feedback, and collaborate on continuous improvement efforts.

3. Is the school vision/mission student-centered and focused on academic achievement and student well-being?

Making Waves Academy's vision and mission are deeply student-centered, with a clear dual focus on both academic achievement and comprehensive student well-being. The school's commitment to rigorously and holistically preparing students for college success demonstrates that academic achievement is not pursued in isolation but alongside social-emotional development and mental health support. This integrated approach is evident in the school's structural supports: the [Instructional Leadership Team](#) meets weekly to discuss coaching and teacher support that directly benefits students, while teacher leaders convene weekly specifically to address students of concern and identify classroom supports. The [LCAP goals](#) explicitly balance academic priorities (Goal 1: Support for All Learners, Goal 2: College and Career Readiness) with holistic development (Goal 3: Diversity, Equity, and Inclusion), and the implementation of research-based practices such as the 50% grading floor, multiple pathways to demonstrate mastery, and proactive academic interventions all reflect a student-centered philosophy that prioritizes growth and learning over punitive measures.

The school's commitment to student well-being is equally robust, with dedicated staff and systems designed to support the whole child. The deans, social worker, and director of student support conduct regular 1:1 check-ins with students of concern, demonstrating individualized attention to student needs beyond academics. The school employs [restorative justice practices](#) to address conflict and harm, guiding students through processes that build valuable communication and social-emotional skills rather than simply imposing consequences. This restorative approach, combined with comprehensive mental health support services ([TalkSpace](#), [YVape](#), and providing [Contra Costa County Community Resource Guide](#) for additional support) and, Morning Huddles that build community and celebrate achievements, and multiple opportunities for student voice through advisory groups and direct CEO access, creates an environment where students are seen as whole people whose emotional, social, and academic needs are interconnected and equally valued in pursuit of the school's mission.

Rubric and Rationale Directions for A1. Vision and Mission

| Standard A1: Vision and Mission <i>The school team demonstrates strong commitment to its vision, mission and goals with a focus on student achievement and family and community engagement.</i> | | | |
|---|---|--|--|
| Highly Effective | Effective | Somewhat Effective | Ineffective |
| Clear Vision and Mission: The school team embraces and implements a research-based vision focused on every student's success. Collaborative Goal Setting: Systems are in place to involve all educational partners in shaping and improving the school's vision, purpose, and goals. Communication: Ongoing and regularly reviewed communication strategies ensure everyone understands and supports the school's focus on academic success and student well-being. | Focused Vision and Mission: The school team has a clear, research-based vision centered on supporting most students' success. Collaborative Goal Setting: Systems engage most educational partners in shaping and refining the school's vision, purpose, and goals. Clear Communication: Effective strategies ensure most of the school community understands the school's focus on student achievement and well-being. | Limited Vision: The school's vision partially addresses student needs and inconsistently applies research-based practices Limited Collaboration: Few processes involve educational partners in shaping and improving the school's vision, mission, and goals. Limited Communication: Limited communication focuses on the school's vision, with little emphasis on student achievement and well-being. | Lack of Vision: The school's vision does not reflect a belief in the success of all students. Minimal Collaboration: There are little to no processes for involving educational partners in shaping the vision, mission, and goals. Minimal Communication: Communication about the vision, purpose, and goals is minimal or absent. |
| In 150 words or less, include a rationale statement explaining why you chose that rating: MWA consistently refers to its vision, mission, and goals in various spaces with education partners. Leaders meet regularly focusing on instructional quality, student support, and the implementation of research-based practices such as the 50% grading floor reflect dedication to helping all students succeed. MWA uses a mix of in-person meetings such as parent orientation meetings and various forms of communication such as sending out three progress reports per semester and sharing important updates via ParentSquare. The LCAP Advisory Group invites students, families, and leaders to collaborate on school-wide goals. All materials for families are translated into Spanish and translators are provided for all events and meetings. The school's restorative practices, comprehensive support systems, and holistic approach combine rigorous academics with social-emotional development demonstrating that the vision of preparing students for college and career success is actively lived through daily practices and collaborative partnerships. | | | |

Standard A2: Leadership and Governance

The organizational structure, leadership, and governance are clearly defined to support effective decision-making that enhances student learning and overall organizational success.

1. To help guide the work of the school, analyze how school leadership, district staff, and the governing board collaborate to focus the school's efforts and provide support for improving student achievement and well-being?

Our board meetings are [strategically structured around core themes](#) to ensure rigorous oversight of our mission and student outcomes. The CEO and COO meet with the Board President before the start of the school year to plan out board meeting agendas. For example, this year the school was expected to provide information about: [Teaching & Learning](#), [Critical Learners](#), [Data & Assessment & Math Progress](#), Strategic Planning & Math Progress, SEL & Student Outcomes, Math Progress, and finally, College & Career. For each meeting leaders of the respective areas are expected to present and provide [reports](#) relevant to the topic as prescribed by the board's annual plan.

2. To improve student outcomes and organizational effectiveness, analyze what processes are in place to promote data-informed, collaborative decision-making and ensure accountability among leadership and staff?

One of the best examples of our efforts on this front are our Data Dives. This approach was implemented at the beginning of the 2025-26 school year and it replaced the previous, often-canceled/rescheduled large group data dives with a system

where regular data analysis is embedded into grade-level/content team meetings. This shift was a result of analyzing previous approaches and collecting feedback. The new structure includes a [full-year cycle](#) of two-week focus periods for data reviews, complemented by only six mandatory large-group dives for key data. We are a data-rich community but have lacked structures that empower every employee, at every level to access the data and to provide training on how to analyze it. In addition to these data dives, we have a process in place to look at our LCAP on a regular basis. We have an internal [LCAP Working Group](#) which is comprised of leaders and staff from across the school who will [look at their goals, actions, and key metrics regularly](#). The members of this working group are also tasked with reporting out progress to the [LCAP Advisory Group](#) which is open to the whole community including families and students.

3. How does leadership and governance impact student success and well-being?

In addition to the regular board meetings, the board has created advisory committees that provide more in-depth oversight in critical areas: [Curriculum and Instruction](#), [Finance](#), and [Audit](#). Through the work of the committees, the appointed board members will ask for regular updates and key metrics that they can track progress against. The committees were created to place emphasis on the areas that are most important to the board - student learning, fiscal health, checks and balances, as well as overall well being in the community. Leaders from the school are also assigned to the [committees based on their areas of expertise](#).

Strong leadership and governance directly impacts student success and well-being by setting strategic priorities and ensuring instructional quality. Our partnership with Instruction Partners is a key governance decision focused on strengthening our math and English instruction and supporting our instructional leaders. This work aligns directly with our WASC/LCAP Goal 1, which commits to ensuring all students receive critical resources like high-quality, standard-aligned curriculum (Springboard & Fishtank for ELA, OpenUp/IM & Carnegie for Math) and consistently strong instruction. The partnership includes walk-through days using a [shared walk-through tool](#), to gain clarity on the instructional state of our school—not to audit—so we can effectively action-plan and provide targeted support to our teachers and students. The [observations from the walkthroughs are debriefed](#) with the Division Directors and the Instructional Coaches as a group. This work directly informs how they coach faculty and how they structure Professional Development.

Rubric and Rationale Directions for A2. Leadership and Governance

| Standard A2: Leadership and Governance | | | |
|--|--|--|---|
| The organizational structure, leadership, and governance are clearly defined to support effective decision-making that enhances student learning and overall organizational success. | | | |
| Highly Effective | Effective | Somewhat Effective | Ineffective |
| <p>Aligned Purpose: The school's purpose aligns with and supports the governing board's goals, prioritizing student success and well-being through data-driven decisions.</p> <p>Leadership: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementation of goals.</p> <p>Impact and Results: The school's leadership, faculty, staff and parent/community analyze data to determine student needs, select and implement aligned strategies and monitor</p> | <p>Aligned Purpose: The school's purpose aligns with governing board goals, emphasizing student achievement and well-being through data-driven decisions.</p> <p>Leadership: The school leadership and staff demonstrate shared decision-making and responsibility for actions and accountability for implementation of goals.</p> <p>Impact and Results: The school's leadership, many faculty, staff and parent/community analyze data to determine student needs, and implement aligned strategies and monitor results and impact on student learning.</p> | <p>Unaligned Purpose and Limited Data Use: The school's purpose lacks full alignment with governing board goals and has limited focus on data-informed decision-making for student achievement and well-being.</p> <p>Leadership: The school leadership and staff demonstrate shared decision-making and responsibility for actions and implementation of goals.</p> <p>Results: The school's leadership, some faculty, and staff analyze data to determine student needs, select and implement aligned strategies and monitor results.</p> | <p>Inconsistent Purpose and Lack of Data Use: The school's purpose is not aligned with governing board goals, and data-informed decision-making is minimal or nonexistent.</p> <p>Leadership: The school leadership and staff demonstrate shared decision-making but there is little evidence of responsibility for actions and implementation of goals.</p> <p>Limited Results: The school's leadership, faculty, and staff analyze data to determine student needs. Few strategies are aligned to needs with little monitoring of results.</p> |

| | | | |
|---|--|---|---|
| <p>results and impact on student learning to support continuous improvement.</p> <p>Shared Understanding: The entire school community understands the roles of the governing board and leadership in improving student outcomes and success.</p> | <p>Partial Understanding: Most of the school community understands leadership and governing board's roles in guiding the school's work.</p> | <p>Limited Community Understanding: The school community has a limited understanding of leadership and the governing board's roles in guiding the school's work.</p> | <p>Little or No Community Awareness: The school community has little understanding of leadership and the governing board's roles in guiding the school's work.</p> |
| <p>In 150 words or less, include a rationale statement explaining why you chose that rating:</p> <p>Our governance model ensures rigorous oversight of student outcomes through strategically themed board meetings covering areas like Teaching & Learning, Data & Assessment, and College & Career. To empower staff and improve instructional quality, we implemented a new data dive structure for the 2025-26 school year, embedding regular data analysis into team meetings and reserving six mandatory large-group dives for key data. Furthermore, oversight is enhanced by specialized advisory committees (Curriculum and Instruction, Finance, etc.) and an internal LCAP Working Group that reports to a community-open Advisory Group. Our strong leadership is also evident in the partnership with Instruction Partners, focusing on refining math and English instruction through non-evaluative walk-throughs.</p> <p>However, a key challenge is that the staff at large are often unaware of these interconnected efforts. This lack of awareness can lead to staff not knowing the appropriate people to speak to, struggling to connect their daily work to our larger goals, bringing challenges to the board that are outside its jurisdiction, or incorrectly assuming that necessary initiatives are not taking place.</p> | | | |

Standard A3: Professional Learning and Capacity Building

School leaders employ qualified staff and provide ongoing professional development to ensure high-quality leadership, teaching, and learning for students and educators.

1. How does the school identify the professional development needs of its staff to strengthen teaching and learning?

Making Waves Academy identifies professional development (PD) needs through multiple, interlocking strategies and ensures alignment with [school-wide goals and formal improvement plans](#) outlined in the LCAP and WASC to maintain coherence with institutional priorities. The school supports teacher growth through a continuum of professional development: new staff orientation at the start of the year, [all staff PD before the start of school](#), followed by ongoing training, coaching, [feedback](#), and collaborative learning aligned with instructional goals. [PD occurs weekly on Fridays](#), with teachers working in content-area groups across the Academy as well as in grade-level teams by division - [upper school](#) and [middle school](#) and whole school (monthly vertical alignment meetings).

This year, the school [emphasizes vertical alignment](#), enabling teachers in grades 5–12 to collaborate within their content groups across grade levels supporting an aligned and coherent approach from one grade to the next. *Insights from PLCs, vertical alignment meetings along with grade-level and content team meetings, guide the planning and direction of our professional development.*

Teacher input is collected regularly through staff surveys, where teachers rate PD sessions and suggest topics for further exploration. Additionally, observations, peer and coach feedback, and teacher reflections help identify instructional strengths and areas for growth. *Induction program documentation also informs this process: newly credentialed teachers (via CCCOE's induction program) develop Individual Learning Plan (ILP) goals in consultation with mentors, ensuring early-career needs are surfaced and addressed.*

2. Analyze how the school implements and evaluates professional development for teachers to ensure it directly supports school goals and enhances student success?

Once needs are identified, PD is implemented in targeted, job-embedded ways designed to support specific school goals.

The school analyzes student performance data from various sources (benchmark, summative, formative, and [state assessments](#)), disaggregated by grade, subject, and student subgroup, to identify gaps in learning.

All teachers receive [individualized coaching](#) as part of their professional development, and all coaches receive training and guidance through a partnership with, [Instruction Partners](#), focusing on instructional leadership development to implement coaching at scale. PD experiences include cycles of training, classroom practice, feedback, reflection, and adjustment, rather than one-off workshops. Evaluation during implementation includes informal and formal classroom observations, coach and peer feedback, formative assessment data, and teacher reflection (linked above), enabling refinement and adjustment of PD in real time.

Teachers work in collaborative settings ([ELA](#) and [Math](#) PLCs, grade-level, or content-area teams) [reviewing student work and assessments to identify recurring challenges](#) so PD can address real instructional issues. Throughout, the leadership team ensures PD content explicitly connects to improvement goals defined in school plans and external accountability frameworks.

3. How are coaching and professional development evaluated to measure their impact on student learning outcomes?

The school uses both qualitative and quantitative measures to evaluate coaching and PD effectiveness with respect to student outcomes (linked above). Quantitative data include student performance before and after PD in benchmark, formative, summative, and state assessments, with subgroup analysis to assess equity. The school monitors gains in targeted content areas or skills.

Qualitative measures include observations by coaches and peers, teacher self-evaluations, reflections, and feedback on coaching relationships. Coaching quality is assessed using frameworks such as [Instructional Playbook](#) metrics, examining not only whether coaching occurred but also how it was implemented - how coaches model instruction, provide feedback, collaborate with teachers on planning, and follow through.

The impact is triangulated: changes in teacher practice, changes in student learning (assessment outcomes), and staff perceptions (teacher surveys/reflections) are compared. Over time, this allows the school to determine which PD/coaching efforts are most effective, make adjustments, and ensure resources are directed toward practices that yield measurable student benefit.

Rubric and Rationale Directions for A3. Professional Learning and Capacity Building

| Standard A3: Professional Learning and Capacity Building <i>School leaders employ qualified staff and provide ongoing professional development to ensure high-quality leadership, teaching, and learning for students and educators.</i> | | | |
|--|---|---|--|
| Highly Effective | Effective | Somewhat Effective | Ineffective |
| Supervision and Growth: The school team prioritizes and supports staff growth and monitors how professional development enhances teaching and impacts student learning. Data-Driven Professional Development: Professional development is systematically planned and implemented using student performance data, needs, and research to promote continuous improvement. | Supervision and Growth: The school team supports staff development and is developing ways to monitor the impact of professional development on teaching and learning. Professional Development: The school team is building a data-driven approach to improve student learning through aligned professional development goals. | Limited Supervision and Growth: The school team has inadequate processes to support staff growth and rarely tracks the impact of professional development on teaching and learning. Unstructured Professional Development: The school team lacks a systematic, data-driven approach to planning and implementing professional development. | Inconsistent Supervision and Growth: The school team implements few procedures to determine professional learning goals with little monitoring of their impact on teaching practices and student learning. Unstructured Professional Development: The school team has little or no focus on data-driven professional development to support continuous improvement goals. |

In 150 words or less, include a rationale statement explaining why you chose that rating:

Making Waves Academy identifies PD needs by aligning them with school improvement plans, collecting teacher input via [surveys](#), and using observations, coaching feedback, and data from assessments to reveal instructional gaps. New staff begin with orientation, then engage in ongoing training, collaborative PLCs, and vertical alignment efforts (grades 5–12) to foster continuity in instruction.

To implement effective professional development, the school uses targeted, job-embedded experiences tied directly to school goals. Teachers engage in cycles of training, classroom practice, observation/feedback, reflection, and adjustment. Performance data (benchmark, formative, summative, state) guide PD focus. Coaching is scaled: all teachers receive support, and coaches are trained and supervised. Leadership ensures PD content stays aligned to improvement goals.

Effectiveness is measured through multiple lenses: quantitative student growth on assessments (with subgroup analysis), qualitative observations and feedback, teacher reflections and self-evaluations, and [coaching frameworks](#). These data sources are triangulated to assess impact, refine practices, and direct resources to what works best.

Standard A4: Fiscal and Human Resources

Fiscal and human resources are strategically allocated to maintain financial stability and enhance the development, implementation, and improvement of programs and services.

1. How does the school decide where to focus its resources and staff to support its goals and strengthen programs?

MWA's annual budget development process ([Board Policy 10](#)) kicks off every January when our Controller distributes the timeline, process, and a detailed budget worksheet for the upcoming fiscal year to all budget managers. This template provides a comprehensive look at the current year's budget, up-to-date actual spending, and required variance analysis, along with a column for managers to propose initial changes for the next year's budget draft. The COO conducts an annual staffing analysis to identify areas that are in need of additional support. Other information that is considered includes: enrollment projections, student achievement data, and student social-emotional data. In May, revenue assumptions are updated using the Governor's May Revision and confirmed enrollment projections from the CEO. The CFO presents the final draft to the [Finance Advisory Committee in early June](#), and shortly thereafter, the [budget is presented to our Board of Directors for final approval](#) (Item B in Section V).

2. How does the school manage its budget while improving student programs and services?

MWA manages its budget while enhancing student programs and services through a continuous, year-round cycle of planning, monitoring, and community feedback. This process is closely integrated with the LCAP. Fiscal health and program improvement are maintained through a structured calendar. The [LCAP serves as MWA's roadmap](#) for student programs and services. It is shared with the community, highlighting key initiatives, monitoring plans, reporting procedures, and the associated budget. Community input is actively sought throughout the year through the [LCAP Advisory Group](#), ensuring that program priorities reflect the needs of the school community.

Before June 30th, the final budget is reviewed against the Governor's "May Revise" figures and formally adopted by the MWA Board. At the same time, the Board approves the LCAP before it is submitted to the charter authorizer, solidifying the connection between the budget and student program priorities.

Rubric and Rationale Directions for A4. Fiscal and Human Resources

| Standard A4: Fiscal and Human Resources | | | |
|---|---|--|--|
| Fiscal and human resources are strategically allocated to maintain financial stability and enhance the development, implementation, and improvement of programs and services. | | | |
| Highly Effective | Effective | Somewhat Effective | Ineffective |
| <p>Resource Use: Human, material, and financial resources are sufficient and effectively support student success.</p> <p>Focused Collaborative Resource Planning: School leaders, teachers, and staff allocate resources based on student needs and school goals.</p> <p>Transparent Financial Practices: Clear processes ensure timely budgeting, audits, and financial management.</p> <p>Consistent Policy Implementation: Policies and procedures for adopting and maintaining instructional materials and equipment are clear and consistently followed.</p> | <p>Resource Use: Most human, material, and financial resources are sufficient and appropriately support student success.</p> <p>Collaborative Resource Planning: Leadership and many staff members allocate resources based on student needs and school goals.</p> <p>Transparent Financial Management: Most processes ensure proper budgeting, audits, and financial practices.</p> <p>Efficient Policy Adherence: Policies and procedures for instructional materials and equipment are clear and followed efficiently by most staff.</p> | <p>Resource Use: Resources are available but not consistently utilized to support student success.</p> <p>Some Collaborative Planning: Leadership, teachers, and staff provide input, but resources are insufficiently aligned with school goals or student needs.</p> <p>Inconsistent Financial Practices: Budgeting and accounting procedures exist but lack clarity, transparency, and consistency.</p> <p>Unclear Policy Implementation: Policies and procedures for instructional materials and equipment are in place but not well understood or consistently applied.</p> | <p>Inadequate Resource Management: Resources are insufficient or poorly managed, with minimal focus on student success.</p> <p>Limited Collaborative Planning: Leaders, teachers, and staff have little involvement in planning, leading to decisions that overlook school goals and student needs.</p> <p>Limited Financial Practices: Budgeting and accounting practices are unclear.</p> <p>Inefficient Policy Implementation: Policies and procedures for instructional materials and equipment are unclear, poorly applied, or missing, causing inefficiencies and shortages.</p> |

In 150 words or less, include a rationale statement explaining why you chose that rating:

MWA's systematic approach to linking governance, fiscal management, and programmatic goals is clearly articulated. Findings support that allocation isn't an arbitrary decision but a formal process, showing how we kick off the annual budget development in January with detailed worksheets and simultaneously analyze external factors like the Governor's budget and internal needs via staffing analysis and student data.

There are [policies that outline a clear](#), year-round plan for financial management, connecting the formal budget cycles (1st and 2nd interim reports) to the programmatic direction outlined in the LCAP. This strong alignment, culminating in the Board's final adoption of both the budget and the LCAP before June 30th, shows that our financial governance is directly tied to improving student programs and services, driven by data and community input.

Standard B: Curriculum, Teaching and Learning, and Assessment

Standard B1: Rigorous and Relevant Curriculum

School leadership, in collaboration with the district, develops and implements a rigorous, relevant and research-based curriculum that helps all students prepare for college and career choices.

1. How does the school team design and implement curriculum, instruction, and assessment in ways that minimize barriers to learning while providing multiple pathways for all learners to succeed?

The school team uses a collaborative, data-driven approach to design curriculum and assessment, emphasizing equity and continuous improvement. [Professional Learning Communities \(PLCs\)](#) in ELA and Math meet regularly to internalize lessons and [analyze student work](#). [Content Leads](#) and [Grade-Level Leads](#) meet biweekly to ensure vertical and horizontal alignment, review data, and plan yearly scopes.

Instruction follows Universal Design for Learning (UDL) principles, offering multiple pathways to success. Teachers use [internalization protocols](#) to ensure lessons remain accessible and rigorous. Assessments (formative and [summative](#)), mostly embedded within the curriculum, monitor progress and inform instruction.

Key curricula include:

- [Open Up Resources](#) (MS Math): Problem-based and student-centered with support for language learners.
- Carnegie Learning Mathematics (Upper Math): A blended model featuring the adaptive MATHia platform.
- [Fishtank Learning](#) (MS ELA): A knowledge-building curriculum emphasizing diverse texts and student voice.
- [College Board, SpringBoard](#) (Upper ELA): Uses complex texts and scaffolds close reading with embedded assessments.
- [Full list of curriculum can be found here](#)

2. Analyze how the school ensures that all students, regardless of background or ability, have equal access to curriculum resources that engage them in meaningful academic tasks, discussions, and opportunities to demonstrate their knowledge and skills?

Curriculum materials are standards-aligned and culturally relevant, reflecting the diverse identities of our student population—99% of whom are students of color. As mentioned in the previous response, [teachers internalize lessons in ELA and Math PLCs across divisions](#), emphasizing discussion-based strategies, [scaffolds](#), and checks for understanding so that all students can participate meaningfully in academic dialogue, regardless of their background, language, or ability. To support Students with Disabilities and English Learners, we engaged in professional development ([EL PD](#) // [SPED PD](#)) to set a strong launching pad and we supplemented that with ongoing [data-driven progress monitoring](#). Technology platforms such as [Amplify](#) and [i-Ready](#) further personalize instruction, allowing teachers to adjust pacing and materials to individual needs. Together, these systems ensure that every student is both challenged and supported to succeed.

3. Looking at your responses to questions 1 and 2, what is the impact on student achievement and well-being?

These collaborative and equity-centered practices have led to strong outcomes in both student achievement and well-being. As a whole, academic data shows steady growth across grade levels, particularly in Math and ELA proficiency rates that outpace similar schools statewide. However, the data also shows that students designated as EL and SPED are not making the same progress in academics. During the 24-25 school year, we were on Differentiated Assistance (DA) for the Academic Indicator for Students with Disabilities, among other indicators and student populations. While we exited DA for Students with Disabilities, we are now in DA for English Learner Progress. Our most recent [CAASPP results align with this assessment](#) - we are making progress but there is a great need for specialized focus for SPED and EL students.

Beyond academics, students report feeling seen, supported, and capable. We have seen positive trends in the areas of [school climate, connectedness and safety](#) over the last several years.

Rubric and Rationale Directions for B1. Rigorous and Relevant Curriculum

| Standard B1: Rigorous and Relevant Curriculum: <i>School leadership, in collaboration with the district, develops and implements a rigorous, relevant and research-based curriculum that helps all students achieve schoolwide goals/graduate profile.</i> | | | |
|--|--|---|--|
| Highly Effective | Effective | Somewhat Effective | Ineffective |
| Flexible and Accessible Learning: The school team applies learning principles (such as Universal Design for Learning) to ensure curriculum, instruction, and assessments are adaptable and accessible for all students. Differentiated Curriculum: All teachers use diverse strategies and curriculum to meet the unique needs of students, providing multiple resources to learn and succeed. Supportive and Responsive Practices: The entire school fosters a welcoming environment, using responsive teaching to support the academic and social success of all students. | Flexible and Accessible Learning: Many educators use learning principles to reduce barriers and make learning accessible for all students. Differentiated Curriculum: Many teachers apply varied strategies and curriculum to meet diverse student needs and promote success. Supportive Practices: Responsive practices help most students thrive academically and socially. | Limited Access: Some teachers use some learning principles to design flexible and accessible learning experiences. Inconsistent Differentiation: Some teachers implement limited strategies and curriculum to address diverse student needs, restricting engagement and understanding. Inconsistent Responsiveness: Curriculum and teaching practices are not responsive, limiting support for students. | Rigid Learning Design: Limited if any use of learning principles leads to a rigid curriculum and barriers to learning for many students. Undifferentiated Curriculum: Few teachers address diverse student needs, limiting pathways for success. Lack of Responsiveness and Support: Curriculum and teaching practices fail to support students from diverse backgrounds and abilities. |
| In 150 words or less, include a rationale statement explaining why you chose that rating: <p>Our mixed ratings reflect a balance between strong systemic design and the reality of persistent achievement gaps. We are highly effective in establishing collaborative, data-driven structures. Our use of UDL principles, specialized curricula like Open Up Resources and Fishtank Learning, and regular PLC internalization ensures that instruction is rigorous, standards-aligned, and culturally relevant for our diverse student body. These efforts have yielded steady growth and a positive school climate where students feel safe and connected.</p> <p>However, we are somewhat effective in ensuring these gains extend to all sub-groups. While we successfully exited Differentiated Assistance (DA) for Students with Disabilities, we have entered DA for English Learner Progress. Recent CAASPP results confirm that while we are outpacing similar schools, our EL and SPED populations require more specialized focus to achieve the same growth as their peers, indicating that barriers to equity remain.</p> | | | |

Standard B2: Instructional Approaches

Instructional approaches support differentiated learning opportunities, ensuring success for all students

1. Analyze how the school team provides flexible learning environments and multiple pathways for student success?

Flexible learning environments are intentionally planned by teachers in their [Weeks at a Glance \(WAAGs\)](#), which include a section for addressing various student needs. Often, these flexible learning practices designed for students with IEPs, Black/African American students, or English Learners benefit all students. Teachers receive professional learning throughout the year, including but not limited to summer sessions, ongoing workshops, Friday PD sessions and data dives focused on inclusive practices. (Ex: [EL strategies based on feedback](#)). We also report to our governing board and ask for their feedback to improve our support of [critical learners](#).

2. How effectively does the school team increase student engagement and encourage students to be active, responsible participants in their own learning?

ELA and Math teachers across the academy prioritize student ownership of learning and engagement with rigor through the [Internalization Protocol](#), which anchors content meetings across both middle and upper schools. Instructional Coaches, trained by [Instruction Partners](#), help teachers identify and norm on instructional practices that reflect rigor and student ownership, guided by frameworks such as the [ELA IPG Criteria](#) and [Math \(pg 23\)/ TNTP for other subjects](#).

This consistent focus on deep engagement and reflective practice helps students take active responsibility for their learning and fosters confidence in their academic growth.

3. In what ways are instructional practices innovative, include the use of technology, extend beyond the classroom, and help students succeed?

Innovation at MWA is defined not only by new tools but by intentional shifts in instructional design. Following the pandemic, teachers created their own curriculum materials to meet students' social, emotional, and cultural needs during a time of collective transition. While this work was creative and community-driven, the school recognized a need for increased academic rigor. In response, MWA pivoted to a [Guaranteed and Viable Curriculum \(GVC\) model](#) based on Marzano's research, ensuring equitable access to high-quality, standards-aligned instruction. Teachers now adapt this rigorous core curriculum through scaffolding and SEL support, maintaining access and high expectations for all learners. The implementation of a [50% grading floor policy](#) on non-summative assignments further reinforces a growth mindset, encouraging persistence and reducing the punitive effects of grading zeros.

In addition, MWA is piloting the [Portrait of a Graduate Initiative](#), a long-term visioning effort that redefines what success after graduation looks like. The team has visited schools across California to gather insights on aligning students' real-world aspirations with their academic preparation, ensuring graduates are ready to lead purposeful, fulfilling lives.

Rubric and Rationale Directions for B2. Effective Instruction and Student Engagement

| Standard B2: Effective Instruction and Student Engagement: <i>Instructional approaches support differentiated learning opportunities, ensuring success for all students</i> | | | |
|---|--|---|--|
| Highly Effective | Effective | Somewhat Effective | Ineffective |
| <p>Engaging Learning Strategies: All teachers use diverse strategies, resources, and technology to create engaging environments that support real-world problem-solving.</p> <p>Active and Real-World Engagement: All students participate in meaningful learning experiences inside and outside the classroom, preparing for college and careers.</p> <p>Student-Centered Learning: All teachers prioritize student voice, encouraging agency, ownership, strategic thinking, and problem-solving.</p> <p>Growth-Oriented Teaching: All teachers focus teaching on excellence and use of digital tools to support academic and personal growth for all students so they are more resourceful, strategic, and reflective</p> | <p>Effective Learning Strategies: Many teachers use diverse strategies, resources, and technology to create engaging environments that promote real-world problem-solving.</p> <p>Active and Real-World Engagement: Many students are actively involved in learning, with some opportunities extending beyond the classroom to prepare for college and careers.</p> <p>Student-Centered Learning: Many teachers encourage student participation, fostering ownership, decision-making, and problem-solving skills.</p> <p>Effective Teaching Practices: Most teachers focus teaching on excellence and use of digital tools to support academic and personal growth for all students so they are more resourceful, strategic, and reflective</p> | <p>Limited Learning Strategies: Some teachers use a narrow range of methods and resources, resulting in inconsistent student engagement and minimal real-world problem-solving.</p> <p>Variable Student Engagement: Engagement varies, with some opportunities for learning beyond the classroom or preparation for college and careers.</p> <p>Minimal Student Involvement: Teachers encourage student participation in limited contexts, leading to few students actively participating in their learning.</p> <p>Inconsistent Teaching: Teaching methods sporadically emphasize personal growth, and digital tools, providing uneven support for academic and personal growth.</p> | <p>Few Learning Strategies: Few teachers use differentiation, technology, or real-world problem-solving in different learning environments.</p> <p>Inconsistent Student Engagement: Engagement varies, with few opportunities for learning beyond the classroom.</p> <p>Lack of Student Voice: Students have little involvement in their learning or decision-making, as teachers rarely prioritize student agency.</p> <p>Limited Teaching: Instructional methods lack emphasis on personal growth, limiting supportive learning experiences.</p> |
| <p>In 150 words or less, include a rationale statement explaining why you chose that rating:</p> <p>While the rubric ratings are static, teachers are making dynamic movements toward the "Effective" level in several areas. The "Effective" rating for learning strategies is justified by the variety of tools available in the curriculum and the support from instructional coaches.</p> <p>However, student engagement varies by classroom. There is no school-wide policy or norm for connecting classes to the real world (e.g., field trips or programs), although the US Science team conducts some local outings and English has used a Mock Trial to teach rhetoric. This lack of structure prevents school-wide consistency. The work being done on the Portrait of a Graduate is the first step towards aligning on practices.</p> <p>We are evolving rapidly toward student-centered learning, with teachers encouraging ownership through strategies like annotating texts, unpacking projects, and justifying thinking in discussions. Yet, due to a high number of new teachers since the pandemic, these strategies lack intention and consistency across all classes and grades.</p> <p>Finally, personal growth activities are not yet a school-wide norm, though the 50% grade floor now exists, lacking common protocols, language, and tools, even with potential resources available on Canvas.</p> | | | |

Standard B3: Assessment and Continuous Improvement

Comprehensive and diverse assessments measure student progress, guide instructional adjustments, and inform organizational planning and continuous school improvement efforts.

1. Analyze how qualitative and quantitative student performance data are collected, what methods are used to analyze them, and how the results are applied to drive meaningful improvement.

[The Assessment Working Group](#) ensures that assessments across the academy are balanced, equitable, and continuously improving. Its work includes promoting balanced assessments that integrate formative, summative, and performance-based measures, reviewing and refining assessment systems through ongoing teacher feedback, and supporting structured data dives in PLCs where teachers collaboratively analyze data, identify trends, and design responsive instructional strategies.

For example, if [quantitative analysis](#) shows weak performance on a particular standard across several classrooms, and qualitative feedback from students indicates confusion about how that standard was taught, teachers may revise lesson sequences or provide differentiated support. We monitor the impact of these changes by [analyzing quantitative data over time](#), including student growth from diagnostic assessments administered at the beginning of the year, mid-year, and end of year. Students actively engage in this process by setting individual goals, tracking their progress, discussing data with their teachers, and reflecting on their current performance and desired areas of growth.

Through this iterative process, the group surfaces key insights about assessment quality, equity, and relevance; shares best practices in collaborative spaces ([ELA](#) and [Math](#) PLCs, grade-level, or content-area teams); supports assessment literacy among faculty; and tracks the impact of adjustments over time.

2. Evaluate how teachers utilize measurable and observable assessments to monitor student progress, identify trends or gaps, and adjust their instructional strategies accordingly.

Teachers use timely, measurable assessments, such as [exit tickets, mini-tasks, and weekly quizzes](#), to track progress and identify learning gaps aligned to grade-level standards. These data inform small-group interventions and reteaching cycles. For example, when a 6th-grade math teacher noticed recurring misconceptions across two weekly checks, she regrouped students for targeted reteaching, scaffolded the learning tasks, and then verified growth through a follow-up assessment. This consistent “assess → analyze → adjust” cycle exemplifies effective data-driven instruction.

We also prioritize open and accessible communication with families: results from state assessments are shared with instructions for access, video score-reports produced in multiple languages for our ELPAC population, and the [i-Ready Family Center](#) enables parents and students to view progress data directly. This allows families to receive clear, meaningful information about assessment results—and, with the invitation to support follow-up, they become active partners in the learning process.

Finally, we support [professional development](#) around this work by inviting leaders and staff to regular assessment-training sessions aimed at ensuring equitable outcomes across classrooms. In sum, our approach of combining frequent data analysis, family engagement, and staff capacity building, aligns with research on effective data-driven instruction and communication.

3. Examine how the school team designs and implements opportunities for students to develop and showcase deeper learning competencies, such as communication and presentation skills, confidence in college and career readiness, and social-emotional growth in areas like perseverance, creative problem-solving, and maintaining a growth mindset to increase achievement and success.

The school intentionally designs opportunities for students to develop and demonstrate deeper learning competencies through authentic, performance-based experiences. Students engage in [projects requiring](#) collaboration, communication, and real-world problem-solving, often culminating in presentations to authentic audiences. These experiences reinforce academic mastery while building confidence, creativity, and self-advocacy.

[Advisory structures](#) and [reflection practices](#) support students in setting goals, evaluating progress, and building perseverance. By embedding social-emotional learning, feedback loops, and growth-oriented reflection into academic work, the school ensures that students graduate not only academically prepared but also resilient, self-directed, and confident in their college and career readiness.

Rubric and Rationale Directions for B3. Assessment and Continuous Improvement

| Standard B3: Assessment and Continuous Improvement <i>Comprehensive and diverse assessments measure student progress, guide instructional adjustments, and inform organizational planning and continuous school improvement efforts.</i> | | | |
|--|---|---|--|
| Highly Effective | Effective | Somewhat Effective | Ineffective |
| <p>Strategic Assessments: School leaders and teachers use fair assessments to gather, analyze, and share both qualitative and quantitative student performance data with educational partners.</p> <p>Progress Monitoring: All teachers track every student's progress toward academic standards, readiness for college and careers, and school goals.</p> <p>Timely Feedback: All teachers provide specific, prompt feedback to guide students in achieving their learning goals.</p> <p>Data-Driven Improvement: All teachers use qualitative and quantitative assessment results to refine teaching and adjust curriculum, ensuring opportunities for growth.</p> <p>Holistic Student Development: Students build strong communication, readiness for college and careers, and social-emotional skills to succeed in life.</p> | <p>Consistent Assessments: Most school leaders and teachers use fair assessments to collect, analyze, and share student performance data.</p> <p>Progress Monitoring: Most teachers monitor student progress toward academic standards, readiness for college and careers and school goals.</p> <p>Timely Feedback: Most teachers provide specific and prompt feedback to support students in achieving their goals.</p> <p>Data-Driven Refinements: Most teachers use assessment results to refine teaching methods and curriculum, to better ensure opportunities for growth.</p> <p>Holistic Skill Development: Many students cultivate strong communication, career readiness, and social-emotional skills, such as perseverance and problem-solving, to prepare for future success.</p> | <p>Limited Assessment Practices: School leaders and teachers use a narrow range of assessments with some fairness and minimal involvement of educational partners.</p> <p>Inconsistent Progress Monitoring: Teachers monitor student progress toward standards and goals, but their efforts are uneven and incomplete.</p> <p>Consistent Feedback: Feedback to students is sometimes timely and helpful but does not consistently support learning goals.</p> <p>Inconsistent Data Use: Assessment data is used inconsistently to inform teaching and curriculum adjustments.</p> <p>Basic Skill Development: Some students develop fundamental communication, career readiness, and social-emotional skills, but limited opportunities for deeper learning.</p> | <p>Little Use of Assessments: Few instructional staff consistently use assessment measures to collect, analyze, and report student performance data..</p> <p>Limited Progress Monitoring: Few teachers monitor student growth and progress toward standards, college and career readiness and school goals.</p> <p>Infrequent Feedback: Few teachers provide timely, specific, and descriptive feedback to support student learning.</p> <p>Inconsistent Data-Driven Adjustments: Few teachers use assessment analysis to inform and adapt instructional strategies and curriculum.</p> <p>Basic Skill Development: Few students develop key communication, career readiness, and social-emotional skills, with few if any opportunities for deeper learning.</p> |

In 150 words or less, include a rationale statement explaining why you chose that rating:

Operationally, most school leaders and teachers use fair and reliable assessments to collect, analyze, and share student performance data. Diagnostic assessment platforms, exit tickets, and formative assessments provide opportunities to gauge student learning and address skill gaps through lesson personalization and targeted instructional resources.

The challenge lies in ensuring that all assessments and instructional practices are consistently tied to content standards and learning objectives. While teachers are teaching with purpose, we are still building capacity to ensure that assessment data is used systematically to inform instruction, define interventions, and monitor progress between interim assessments. There is a spectrum in how data is currently used, and we are not fully where we want to be in translating assessment results into actionable instructional adjustments.

Professional learning is central to addressing this challenge. Our staff is relatively young, and we recognize the need to move beyond training on the data to training through the data - helping teachers interpret results, reframe how they teach a subject, and strategically assess student learning. Teacher leaders and instructional leads have received training on using assessment data, and built-in data review processes support ongoing learning. The next step is ensuring all teachers feel empowered to use assessment data consistently and strategically to inform instruction and deepen student learning.

Additionally, we are focusing on vertical alignment from grades 5–12, ensuring curricula and assessments are intentionally sequenced to build foundational skills and support continuous growth. By being more strategic and intentional with assessment use, instructional adjustments, and professional learning, we aim to strengthen student outcomes, deepen skill development, and drive continuous school improvement.

Standard C: School Culture and Student Support

Standard C1: Supportive School Culture

The entire school community fosters a collaborative environment characterized by trust, respect, and equal opportunities where all students can achieve their full potential and maintain their well-being.

1. How does the school foster a culture of trust, respect, and high expectations for all?

Students at MWA frequently point to the people and activities within the school environment as primary sources of support and inclusion. Feedback from [student surveys](#) and focus groups consistently highlights the impact of both adults and peers, alongside [intentional school-wide efforts to foster a welcoming climate](#). In addition, we encourage all students to follow Routines, Expectations and Procedures (REPs) that are reviewed multiple times throughout the year ([middle school](#) // [upper school](#)).

The peer environment plays a crucial role in creating a sense of belonging through shared interests, mutual respect, and social connection. Social groupings among students often provide foundational support for students navigating high school. The intersection of peer and staff support reinforces a culture that values acceptance and non-judgmental attitudes from both adults and students, reflecting MWA's commitment to trust, respect, and high expectations for all.

2. What strategies are employed to encourage family and community involvement?

MWA employs multiple approaches to engage families and the broader community. [Back to School Night](#) serves as an annual orientation where families learn about curriculum expectations and school programs. [ParentSquare is used to share mass updates, reminders, and announcements in real time.](#)

Additionally, student-led events hosted by the Visual and Performing Arts faculty (Theatre, Visual Art, and Music Departments) ,such as our [annual Art Gala](#), invite families to celebrate student creativity and achievement. Parent workshops further deepen engagement by building skills and providing information on academic and social-emotional supports.

3. How does the school develop a collaborative learning environment to support the needs of all students?

MWA uses multiple strategies to identify and address individual student learning needs. [i-Ready assessments](#) diagnose academic skill levels and generate personalized study plans. When concerns arise, [Student Study Teams](#) convene to implement interventions or initiate formal support through 504 plans or IEPs. Teachers offer office hours for one-on-one academic assistance, and Student Support Services, including the social worker and Dean of Students, provide [behavioral interventions](#) and social-emotional learning support to address the whole student.

4. How does the collaborative and supportive school culture impact student success and well-being?

Connections with instructors are foundational for student support. Students report that teachers are responsive to individual needs, providing academic guidance and emotional care beyond instruction. Support programs, including success advisors, provide consistent points of contact that help students stay connected and supported. MWA also emphasizes personal recognition that celebrates students for who they are—not just for their academic results. Core Value Awards honor students who embody the school's purpose, while the [Wave-Maker of the Month awards](#), nominated by faculty and staff, publicly recognize those who exemplify MWA's mission, values, and affirmations. Together, these systems help students navigate challenges before they escalate, reduce anxiety, and foster emotional resilience.

Organized school life provides structured opportunities for belonging, especially through [extracurricular activities](#) and [clubs](#). Large, school-wide gatherings and diverse options ensure that nearly every student can find a niche, cultivating engagement, belonging, and well-being.

Rubric and Rationale Directions for C1. Supportive School Culture

| Standard C1: Supportive School Culture <i>The entire school community fosters a collaborative environment characterized by trust, respect, and equal opportunities where all students can achieve their full potential and maintain their well-being.</i> | | | |
|---|---|---|---|
| Highly Effective | Effective | Somewhat Effective | Ineffective |
| Supportive School Culture: All students experience a school environment with high expectations for success, respect for differences, and attention to social-emotional needs. Family and Community Engagement: Many parents, families and community partners contribute to school improvement efforts, supported by strategies that promote involvement. Collaborative Environment: The entire school community fosters an environment where all students feel valued, supported, and actively participate in learning, promoting mutual respect, collaboration, and equal opportunities for growth. | Supportive School Culture: Many students benefit from a school environment with high expectations for success, respect for differences, and social-emotional support. Family and Community Engagement: Some parents, families and community partners participate in school improvement, with ongoing school team efforts to increase involvement. Collaborative Environment: Most of the school community fosters an environment where students feel valued, supported, and actively participate in learning, promoting mutual respect, collaboration, and equal opportunities for growth for most students. | Limited School Culture: Some students experience limited expectations and inconsistent support for their academic growth. Minimal Family and Community Engagement: Few parents, families and partners participate in school improvement planning, with some efforts to boost involvement. Limited Collaborative Environment: While the value of collaboration is recognized, respect, and fair access to support are not consistently implemented. | Inconsistent Supportive Culture: Few students feel the school team acknowledges individual learning differences and social-emotional needs. Minimal Engagement: Few parents, families or partners participate in school improvement planning, with little effort to enhance involvement. Inconsistent Environment: Few students experience an environment with adequate access to support. |

In 150 words or less, include a rationale statement explaining why you chose that rating:

MWA creates a comprehensive support ecosystem by combining formal systems with authentic relationships. Academic interventions, social-emotional support from advisors, the social worker, and the Dean, and family engagement through conferences, workshops, and ParentSquare provide multiple access points for student success. Students feel both systematically supported and personally known, while teachers consistently move beyond instruction to offer genuine care. Daily check-ins and advisor relationships enable preventive intervention before crises develop, and the peer culture reinforces adult modeling of openness and support. Diverse clubs and inclusive events ensure belonging through both identity-based and interest-based connections, while parents support students through participation and consistent communication. Students report feeling supported, comfortable, and emotionally resilient. By integrating systems that catch students with relationships that make them feel seen, MWA fosters a culture of trust and inclusion that promotes both academic achievement and holistic well-being.

Standard C2: Systems of Support

Systems of support address individual student needs and foster an environment that promotes academic growth, achievement, and success through personalized learning pathways and targeted assistance.

1. How does the school team implement systems of support to address the diverse needs of students and ensure access to a supportive learning environment?

Both the [upper school](#) and [middle school](#) provide a comprehensive range of programming to promote academic growth, achievement, and social-emotional development while meeting diverse student needs. Core practices include [upper school](#) and [middle school](#) Faculty Office Hours, [Advisory](#) programming, along with extracurricular opportunities that foster college and career readiness. Inclusive programming celebrates non-academic indicators of success, and experiential learning through [meeting club expectations](#), [taking on leadership roles in clubs](#), [other leadership opportunities](#), and [athletics](#) promotes collaboration, skill development, and teamwork.

Targeted support and materials are provided for [students with disabilities](#), [English Learners](#), Black/African-American students, and other special populations. Identity-based affinity spaces, such as the Black Student Union [Intro to BSU](#), [Who Am I](#), [Hey Black Child](#), and student-led clubs strengthen belonging and representation. [MWA's behavior management system](#) with [Restorative Justice Practices reduces reliance on suspension](#) while fostering accountability and inclusion, with [comparative data on suspension percentages](#). A formal referral process for Student Support Services is in place to connect students to social-emotional support and external therapeutic services, ensuring timely wellness support, reflecting [MWA's Approach to Student Success](#) and [MWA's parent programming](#).

2. How does the school team analyze the effectiveness of its systems of support in promoting student progress, learning, and overall success?

MWA evaluates systems of support using multiple feedback channels and [data sources](#), including but not limited to grading cycles, progress reports, the [California Healthy Kids Survey](#) (CHKS), staff feedback, and [parent/guardian feedback through surveys](#), workshops, and [Community Chats](#). A [recent student survey](#) indicates that approximately 90% of students perceive MWA as respectful, trusting, collaborative, and supportive. Awareness of key services varies, indicating a need for stronger communication to ensure equitable access.

3. How does the implementation of the systems of support impact the school's goals to meet the diverse needs of students while fostering a supportive learning environment that promotes academic progress and overall student success?

The school's approach in providing tiered systems of support advance MWA's mission to promote academic progress, personal growth, and overall success. Academic readiness and social-emotional development programming ensure students are prepared to thrive in a rigorous environment. Parent/guardian awareness of available support is increased through communication platforms like [ParentSquare](#) and the [school website](#), supporting student participation.

Tiered skill-building in communication, conflict resolution, and self-management, combined with robust academic interventions, fosters a positive, inclusive school culture. This holistic approach enhances student engagement, achievement, and belonging across the school community.

Rubric and Rationale Directions for C2. Systems of Support

| Standard C2: Systems of Support <i>Systems of support address individual student needs and foster an environment that promotes academic growth, achievement, and success through personalized learning pathways and targeted assistance.</i> | | | |
|--|--|--|---|
| Highly Effective | Effective | Somewhat Effective | Ineffective |
| <p>Comprehensive Student Support: The school team provides academic, social-emotional, and multi-tiered support to help all students succeed and prepare for college and careers.</p> <p>Systems for all Students: All students with special talents or needs have fair access to support services, activities, and opportunities both at school and in the community.</p> <p>Effective Support Strategies: School leaders and all staff use and evaluate personalized supports and alternative teaching methods to meet diverse student needs.</p> <p>Student Voice and Agency: All students have opportunities to build confidence, achieve academic success, form connections, and advocate for their learning needs.</p> | <p>Early Student Support Implementation: Many school team members understand academic and social-emotional supports, consistent follow-through is still in progress.</p> <p>Systems for Diverse Needs: Many students with special talents or needs have access to support services, activities, and community opportunities.</p> <p>Evaluating Support: School leaders and most staff use personalized supports and teaching methods and are working on assessing their effectiveness.</p> <p>Student Voice and Advocacy: Many students have some opportunities to build confidence, forming connections, and learning to advocate for their own learning needs.</p> | <p>Limited Understanding of Support: Some school team members have an understanding of the need for academic and social-emotional supports, but inconsistent application reduces their effectiveness.</p> <p>Limited Systems of Services: Students with special talents or needs have limited access to support services due to incomplete implementation.</p> <p>Limited Assessment of Strategies: Personalized supports and alternative teaching methods are used by some but rarely evaluated for impact.</p> <p>Limited Student Advocacy: Some students have opportunities to build confidence and connections, but opportunities for self-advocacy are limited.</p> | <p>Inconsistent Understanding of Support: Few school team members understand how to consistently deliver academic, social-emotional, and multi-tiered supports.</p> <p>Inadequate Systems for Diverse Needs: Few students with special talents or needs have access to support services and opportunities beyond students with IEPs.</p> <p>Unassessed Personalized Strategies: School leaders and staff offer limited personalized support and teaching methods without evaluating their effectiveness.</p> <p>Inconsistent Student Advocacy: Few students have opportunities to build confidence or connect their learning to other personal and community needs.</p> |
| <p>In 150 words or less, include a rationale statement explaining why you chose that rating: MWA's systems of support demonstrate a strong commitment to equity, continuous improvement, and whole-student development. Through the integration of academic interventions, social-emotional learning, and targeted services, MWA provides students with the resources, relationships, and opportunities needed to thrive. Individualized support strategies are in need of more regular review in order to meet our goal of ensuring alignment between student needs and instructional practices so that these coordinated systems foster academic growth, emotional well-being, and college and career readiness within a supportive and inclusive environment. While current programming is effective in addressing diverse needs, continued efforts are needed to increase schoolwide awareness of available supports and strengthen inclusivity across all student groups. Expanding communication strategies, outreach efforts, and representation in programming will ensure that all students—especially those historically underrepresented—are fully aware of, and actively engaged in, MWA's comprehensive systems of support designed to promote their academic and personal success.</p> | | | |

Standard C3: College and Career Readiness

The school prepares high school students for success after graduation with an emphasis on college and career readiness, integrating experiential and community-engaged learning opportunities to strengthen student agency, engagement, and readiness.

1. How does the school design and implement college and career pathways, experiential learning opportunities, and community-engaged programs to prepare students for success after graduation?

MWA operates on a [powerful mission](#): to rigorously and holistically prepare students not just to gain acceptance to college, but to graduate and become valuable contributors to the workforce and their communities. This preparation transcends traditional classroom instruction by strategically designing and implementing three key components: clear

college and career pathways, guided by the [College and Career Pathways Standard Operating Procedure](#), through field trips to various college campuses and [hosting college/university reps in the college and career counseling department](#), meaningful experiential learning opportunities through [work-based learning field/study trips](#), and [robust community-engaged programs that build essential non-cognitive skills](#). [Career-pathway resources](#) further support students in planning and preparing for post-secondary success including [internships and other active student opportunities](#).

By treating post-secondary education as a goal achieved through a network of academic, financial, and emotional support, MWA creates a cohesive and resilient path for its "Wave-Makers" to achieve their long-term life dreams. The foundation of MWA's success model is the clarity and rigor of its College and Career Pathways. Academically, the upper school curriculum is meticulously aligned with the University of California's "a-g" requirements, ensuring nearly 100% of graduates are eligible for four-year institutions. This high standard is paired with intentional counseling guided by the "Fit" philosophy, which assesses institutions based on Financial, Academic, and Cultural viability. This approach teaches students self-advocacy and helps them select schools where they are most likely to persist with minimal debt.

2. Analyze how the school measures and monitors student preparedness for college and career success, including the effectiveness of programs, co-curricular activities, and strategies to enhance student agency and engagement.

MWA measures and monitors student preparedness for college and career through the collection of data which allows MWA to employ a deliberate and multifaceted design to ensure students are not merely high school graduates but rigorously prepared to succeed in college, careers, and their communities. This holistic approach weaves together a comprehensive curriculum of intentional career pathways, enriching experiential learning, and deep community engagement, all supported by a data-driven framework that monitors student progress and fosters personal agency. Please click here for detailed info on [College and Career Exploration visits](#).

At the core of MWA's strategy is the commitment to College and Career Pathways. As previously mentioned, the academic blueprint is clear and uncompromising in terms of A-G alignment. MWA gathers important data that reflects our efforts in supporting strong student agency and engagement. We are proud that 100% of our graduates meet all A-G requirements.

For the current 2025-26 Academic year, [Making Waves Academy offers 9 AP courses](#). This includes a significant increase since the 2022-23 academic year in which only 6 AP courses were offered. MWA has paid close attention to new AP course offerings to provide a wide-range of rigorous course options to students. In 2025-26, MWA reintroduced AP US Government and AP US History. In 2024-25, MWA introduced AP Chemistry and AP Precalculus, which was a newly created AP course by the College Board.

MWA is committed to facilitating meaningful engagement with Advanced Placement courses. For this reason, MWA and MWEF partner to allow MWA students to sign up for AP Exams at no cost to students or families. Each AP exam costs about \$100, and students get an opportunity to "opt-in" to their exams. By eliminating the financial burden on families, all students taking AP courses have an equal chance at taking the AP Exams and potentially earning college credit by earning a qualifying score. The [5 Year Score Summary](#) demonstrates a snapshot of how our students are performing on the AP Exams. Since 2023, 55% percent of all students that completed an AP exam earned a score of 3 or higher. Since 2024, 46% of all AP exams were passed with a score of 3 or higher.

MWA's College and Career Counseling Center also fosters celebration and community engagement through its annual [Decision Day](#), where graduating seniors publicly announce their post-graduation plans. Students share with their peers, staff, and families whether they are attending college, pursuing trade or technical programs, or seeking professional certifications. This event reinforces a culture of pride, inclusivity, and achievement, recognizing all students' personal pathways to success.

Rubric and Rationale Directions for C3. College and Career Readiness**Standard C3. College and Career Readiness**

The school prepares high school students for success after graduation with an emphasis on post-secondary options and career pathway, integrating experiential and community-engaged learning opportunities to strengthen student agency, engagement, and readiness.

| Highly Effective | Effective | Somewhat Effective | Ineffective |
|---|--|---|---|
| <p>Integrated Goals: The school team aligns academic standards, areas of study, and college and career goals in ways that are clear and accessible to all.</p> <p>Community Partnerships: The school collaborates with local businesses, industries, and colleges to offer Career Pathways and real-world skill development.</p> <p>Real-World Learning: Students engage in problem-solving, community-focused projects, and experiences that connect classroom learning to community interests or needs.</p> <p>Data-Driven Outcomes: The school monitors student participation, performance, and outcomes, using data to adjust and refine programs and priorities.</p> | <p>Partial Integration: Some alignment exists between areas of study, academic standards, and college and career goals, with moderate understanding in the school community.</p> <p>Community Partnerships: The school collaborates with local businesses, industries, and colleges to provide career options, helping most students explore readiness and gain practical skills.</p> <p>Real-World Engagement: Many students participate in problem-solving and real-world experiences, connecting classroom learning to community needs.</p> <p>Data-Driven Outcomes: The school monitors some student participation, performance, and outcomes, analyzing data like college acceptance and skill development.</p> | <p>Limited Integration: Connections between subjects, standards, and college and career goals exist but are not clearly communicated or widely understood.</p> <p>Limited Partnerships: The school partners with some local organizations, but few students consistently engage in career readiness or real-world skill development.</p> <p>Limited Real-World Learning: Some students participate in problem-solving and community activities, but opportunities to connect classroom learning to community needs are limited.</p> <p>Incomplete Data Use: The school tracks some participation and outcomes, but data on key metrics is incomplete and not consistently used for improvement.</p> | <p>Little Integration: Few if any connections between subjects, academic standards, and college and career goals are evident.</p> <p>Few Partnerships: Few collaborations exist, and only a small number of students explore career options or develop real-world skills.</p> <p>Little Engagement in Real-World Learning: Few students participate in problem-solving or connect classroom learning to community needs.</p> <p>Few Data Strategies: The school has few or no systems to collect and analyze data on student activities, outcomes, and skill development.</p> |

In 150 words or less, include a rationale statement explaining why you chose that rating:

The school has a long-standing focus on college readiness which is evident in our high-school graduation rates, our A-G completion, our CCI Indicator, and our college acceptance rates. MWA is now committing to evolve from college for all to college and career for all. While we are in the early stages of this evolution, the changes we have made have already had a great impact. We were awarded a state grant that partially pays for the new position of Associate Director of Career Development and Internships to help us further develop opportunities for our students to be exposed to and explore a range of careers and internship opportunities. Ultimately we believe that integrating career into our model will provide a unified, equitable roadmap that links academic standards and future career aspirations for all students. We are already setting this through active exposure to College Life Experiences and Career-oriented Partnerships, which deliver robust Career Pathways Engagement and Real-world skills and learning. Students apply their knowledge to understand and define their next steps. This cohesive system ensures maximum relevance and high student engagement. To maintain program vitality and sustain student success, we rely on Data-Driven Outcomes, continuously monitoring participation and performance metrics through surveys and other relevant data collection methods. However, because educational standards, technologies, and community and student needs are perpetually evolving, successfully serving our students' demands requires that this comprehensive framework remain a fluid and continuous process of review, adjustment, and improvement.

Coversheet

School Accountability Report Card (SARC)

Section: V. Action Items
Item: A. School Accountability Report Card (SARC)
Purpose: Vote
Submitted by: Carmen Velarde
Related Material:
2025_School_Accountability_Report_Card_Making_Waves_Academy_20260112-final.pdf

BACKGROUND:

What is a School Accountability Report Card (SARC)?

Since November 1988, state law has required that schools receiving state funding are to prepare and distribute a SARC. A similar requirement is also contained in the federal Elementary and Secondary Education Act (ESEA). The purpose of the report card is to provide important information about each school so parents/caregivers can make meaningful comparisons between public schools that will enable them to make informed decisions on the school in which to enroll their children. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

EC Section 35256 states:

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

(a) The School Accountability Report Card shall include, but is not limited to, the conditions listed in Section 33126.

(b) Not less than triennially, the governing board of each school district shall compare the content of the School Accountability Report Card of the school district to the model School Accountability Report Card adopted by the state board. Variances among school districts shall be permitted where necessary to account for local needs.

(c) The governing board of each school district annually shall issue a School Accountability Report Card for each school in the school district, publicize those reports, and notify parents or guardians of pupils that a hard copy will be provided upon request. Commencing with the 2008–09 school year, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

RECOMMENDATION:

We recommend that the board approves this SARC.

Making Waves Academy

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

| | |
|--|---|
| School Name | Making Waves Academy |
| Street | 4123 Lakeside Drive |
| City, State, Zip | Richmond, CA 94806-1942 |
| Phone Number | 510.262.1511 |
| Principal | Alton B. Nelson Jr. |
| Email Address | mwainfo@mwacademy.org |
| School Website | https://www.makingwavesacademy.org/ |
| Grade Span | 5-12 |
| County-District-School (CDS) Code | 07100740114470 |

2025-26 District Contact Information

| | |
|-------------------------|--|
| District Name | Contra Costa County Office of Education |
| Phone Number | 925.942.3343 |
| Superintendent | Lynn Mackey |
| Email Address | lmackey@cccoe.k12.ca.us |
| District Website | www.cocoschools.org |

2025-26 School Description and Mission Statement

Making Waves Academy (MWA) is a public charter school authorized by the Contra Costa County Office of Education (CCCOE) which is listed as the "District Contact". MWA serves 5th-12th grades, with the mission to "commit 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."

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. In 2007, Making Waves Academy (MWA) opened its doors as a 5th-8th grade public charter school. In 2010, MWA's charter petition was amended and approved to serve students through 12th grade. The middle school division supports grades 5-8 and the upper school division supports grades 9-12. In June 2015, MWA graduated its first class of seniors. Nearly 100% of the first senior class graduated and gained admission to college (about 70% in 4-year schools and about 25% in community colleges). Students apply to enroll at MWA through an open public lottery. The majority of students are drawn from Title I schools in Richmond and San Pablo.

MWA has a college preparatory focus as well as a holistic student support approach. MWA's high school diploma requirements are aligned with California's "A-G" required courses for admission to California's state college and university system. MWA also offers extracurricular opportunities in visual and performing arts as well as interscholastic athletics. Both the middle and upper school divisions have student councils and student clubs. Students take field trips to area two-year and four-year colleges and universities as well as field trips that help them explore professional and vocational careers. In the 2024-25 school year, the MWA board of directors went through a process of selecting a student to join the board, who began serving in the 2025-26 school year.

In addition to strong academic results, MWA invites our students not only to graduate from high school and college, but to "recycle their success" by giving back to the community in some way.

Our tagline is Learn. Graduate. Give Back.

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students* |
|-------------------------|---------------------|
| Grade 5 | 109 |
| Grade 6 | 113 |
| Grade 7 | 154 |
| Grade 8 | 158 |
| Grade 9 | 150 |
| Grade 10 | 134 |
| Grade 11 | 124 |
| Grade 12 | 136 |
| Total Enrollment | 1,078 |

*data as of Census Day (10/2/24)

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment* |
|----------------------------------|------------------------------|
| Female | 50.1 |
| Male | 49.9 |
| American Indian or Alaska Native | 0.2 |
| Asian | 2.8 |
| Black or African American | 6.8 |
| Filipino | 1.1 |
| Hispanic or Latino | 87.6 |
| Two or More Races | 0.2 |
| White | 1.4 |
| English Learners | 24.8 |
| Homeless | 0.5 |
| Socioeconomically Disadvantaged | 82 |
| Students with Disabilities | 8.1 |

*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.

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) | 39.6 | 58.32 | 189 | 57.47 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 5.9 | 8.77 | 22 | 6.71 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 10.6 | 15.6 | 71.4 | 21.71 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 5.1 | 7.55 | 22.5 | 6.85 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 6.6 | 9.71 | 23.8 | 7.25 | 15831.9 | 5.67 |
| Total Teaching Positions | 68 | 100 | 328.9 | 100 | 279044.8 | 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.

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) | 34.1 | 50.83 | 183 | 55.4 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 4.4 | 6.67 | 15.4 | 4.69 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 16.5 | 24.58 | 85.9 | 26.03 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 9.8 | 14.63 | 26 | 7.88 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 2.1 | 3.26 | 19.8 | 6 | 14303.8 | 5.15 |
| Total Teaching Positions | 67.2 | 100 | 330.3 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

2023-24 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) | 36.3 | 55.21 | 184.4 | 56.96 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 3.7 | 5.63 | 19.3 | 5.97 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 17.6 | 26.82 | 80.5 | 24.87 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 5.5 | 8.38 | 16.4 | 5.09 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 2.6 | 3.95 | 23 | 7.11 | 13705.8 | 4.91 |
| Total Teaching Positions | 65.8 | 100 | 323.7 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 2.50 | 6.10 | 9.6 |
| Misassignments | 8.00 | 10.40 | 8 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and Misassignments | 10.60 | 16.5 | 17.6 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 5.10 | 9.80 | 4.6 |
| Local Assignment Options | 0.00 | 0.00 | 0.8 |
| Total Out-of-Field Teachers | 5.10 | 9.80 | 5.5 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 10.50 | 14.20 | 14.8 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 6.20 | 0.00 | 3.9 |

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Adoption date for all materials: 4/18/25

Year and month in which the data were collected

June 2025

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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 2021 (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) | 0.0 |
| Mathematics | AP Statistics & Data Analysis (NGL/Cengage) 2017 Calculus – 4th Edition (Pearson) 2014 Carnegie Learning Math Mathbook: Algebra I, 2022 Carnegie Learning Math Mathbook: Geometry, 2022 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, 2nd Edition | 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 HMH Dimensions Biology (Grade 10) HMH Dimensions Chemistry (Grade 11) | 0.0 |

| | | |
|-------------------------------|---|-----|
| | 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 Princeton Review AP U.S. History Premium Prep, 2022: 6 Practice Tests + Complete Content Review + Strategies & Techniques (2022) (College Test Preparation) - 04/24/2023 Race and Ethnic Studies (Oak Meadow) 2022 Social Studies Alive! America's Past (TCI) 2nd Edition Students of History The American Democracy 2015 The American Pageant (Cengage) The Americans (Houghton Mifflin Harcourt) 2012 US History Complete (Students of History) 2024 | 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) | 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. The most recent inspection found that our facilities are in excellent condition with only a few minor repairs needed.

Year and month of the most recent FIT report

06/26/25

| 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 | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|--|--|
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | | X | | Replace receptical plates (2), replace electrical plate (1), fix light, |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | Replace tank flapper, post menstrual notice restroom (1), adjust water pressure in faucets |
| 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 Assessments 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.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 50.00 | 47.00 | 49.00 | 46.00 | 47.00 | 48.00 |
| Mathematics (grades 3-8 and 11) | 26.00 | 27.00 | 26.00 | 26.00 | 35.00 | 37.00 |

2024-25 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 | 642.00 | 635.00 | 98.91 | 1.09 | 46.93 |
| Female | 323.00 | 320.00 | 99.07 | 0.93 | 53.13 |
| Male | 319.00 | 315.00 | 98.75 | 1.25 | 40.63 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 16.00 | 16.00 | 100.00 | 0.00 | 56.25 |
| Black or African American | 39.00 | 39.00 | 100.00 | 0.00 | 43.59 |
| Filipino | 12.00 | 12.00 | 100.00 | 0.00 | 75.00 |
| Hispanic or Latino | 566.00 | 559.00 | 98.76 | 1.24 | 45.97 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |

| | | | | | |
|--|--------|--------|-------|------|-------|
| White | -- | -- | -- | -- | -- |
| English Learners | 165.00 | 163.00 | 98.79 | 1.21 | 15.34 |
| Foster Youth | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 541.00 | 535.00 | 98.89 | 1.11 | 47.48 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 54.00 | 51.00 | 94.44 | 5.56 | 13.73 |

2024-25 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 | 642.00 | 632.00 | 98.44 | 1.56 | 27.22 |
| Female | 323.00 | 318.00 | 98.45 | 1.55 | 25.16 |
| Male | 319.00 | 314.00 | 98.43 | 1.57 | 29.30 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 16.00 | 16.00 | 100.00 | 0.00 | 43.75 |
| Black or African American | 39.00 | 39.00 | 100.00 | 0.00 | 23.08 |
| Filipino | 12.00 | 12.00 | 100.00 | 0.00 | 58.33 |
| Hispanic or Latino | 566.00 | 556.00 | 98.23 | 1.77 | 26.26 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 165.00 | 162.00 | 98.18 | 1.82 | 7.41 |
| Foster Youth | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |

| | | | | | |
|--|--------|--------|-------|------|-------|
| Socioeconomically Disadvantaged | 541.00 | 533.00 | 98.52 | 1.48 | 27.20 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 54.00 | 51.00 | 94.44 | 5.56 | 7.84 |

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 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| Science (grades 5, 8 and high school) | 28.31 | 35.35 | 11.76 | 6.45 | 30.73 | 32.33 |

2024-25 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 524.00 | 517.00 | 98.66 | 1.34 | 35.98 |
| Female | 256.00 | 253.00 | 98.83 | 1.17 | 36.76 |
| Male | 268.00 | 264.00 | 98.51 | 1.49 | 35.23 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 15.00 | 15.00 | 100.00 | 0.00 | 60.00 |
| Black or African American | 29.00 | 29.00 | 100.00 | 0.00 | 34.48 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 466.00 | 459.00 | 98.50 | 1.50 | 35.95 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 119.00 | 116.00 | 97.48 | 2.52 | 6.90 |
| Foster Youth | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 438.00 | 433.00 | 98.86 | 1.14 | 35.80 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 46.00 | 43.00 | 93.48 | 6.52 | 18.60 |

2024-25 Career Technical Education Programs

All high school students at Making Waves Academy have the opportunity to 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.

2024-25 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.

2024-25 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 76 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 48.4 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 0 |

2024-25 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 |
|---|---------|
| Pupils Enrolled in Courses Required for UC/CSU Admission | 50* |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 100 |

*academy-wide (i.e. 5th - 12th grades)

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.

2024-25 California Physical Fitness Test Participation Rates

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 | 95% | 95% | 95% | 95% | 96% |
| Grade 7 | 98% | 99% | 98% | 98% | 98% |
| Grade 9 | 94% | 94% | 95% | 94% | 95% |

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.

2025-26 Opportunities for Parental Involvement

Making Waves Academy (MWA) actively works to involve parents in their children's education in meaningful ways. Parents serve as appointed members of our MWA Board and are 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. Information regarding the dates, times and locations of these governance groups' meetings 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.

Additional opportunities for parents to be involved include: Participating on the English Language Advisory and/or the School Safety Planning Committee, as well as in the WASC and LCAP engagement sessions, 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 promotion, Science Fairs, English Learner reclassification ceremony graduation, managing or supporting grade-level or classroom fundraisers, organizing special events, assisting with school-sponsored charitable projects, providing traffic control or supervision support for arrival, dismissal, 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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
|-----------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Dropout Rate | 5.3 | 3.2 | 6.3 | 5.3 | 8.4 | 6.5 | 8.2 | 8.9 | 8 |
| Graduation Rate | 90.5 | 86 | 93.7 | 91.6 | 89.2 | 89.3 | 86.2 | 86.4 | 87.5 |

*data as of last day of school

2024-25 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 | 143 | 134 | 93.7 |
| Female | 72 | 68 | 94.4 |
| Male | 71 | 66 | 93.0 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Black or African American | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | 128 | 119 | 93.0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | 0 | 0 | 0.00 |
| White | -- | -- | -- |
| English Learners | 44 | 38 | 86.4 |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 135 | 126 | 93.3 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 13 | 11 | 84.6 |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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.

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1092 | 1073 | 148 | 13.8 |
| Female | 547 | 539 | 72 | 13.4 |
| Male | 545 | 534 | 76 | 14.2 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 30 | 30 | 1 | 3.3 |
| Black or African American | 74 | 72 | 16 | 22.2 |
| Filipino | 12 | 12 | 0 | 0.0 |
| Hispanic or Latino | 957 | 940 | 129 | 13.7 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | 15 | 15 | 2 | 13.3 |
| English Learners | 282 | 276 | 45 | 16.3 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 918 | 906 | 128 | 14.1 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 98 | 93 | 18 | 19.4 |

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

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

| Suspensions* | | | | | | | | |
|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 12.47 | 0 | 12.09 | 5.32 | 0 | 4.77 | 3.6 | 3.28 | 2.94 |

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.

This table displays expulsions data.

| Expulsions* | | | | | | | | |
|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0.43 | 0.27 | 0.09 | 0.08 | 0.06 | 0.05 | 0.08 | 0.07 | 0.06 |

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.

*data as of last day of school

2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate* | Expulsions Rate* |
|---|-------------------|------------------|
| All Students | 12.09 | 0.09 |
| Female | 6.22 | 0.00 |
| Male | 17.98 | 0.18 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 3.33 | 0.00 |
| Black or African American | 20.27 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 11.91 | 0.10 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 6.67 | 0.00 |
| English Learners | 17.38 | 0.35 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 12.75 | 0.11 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 14.29 | 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.

*data as of last day of school

2025-26 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

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| 5 | 24 | 6 | 56 | 0 |
| 6 | 26 | 0 | 60 | 0 |
| Other | 15 | 2 | 0 | 0 |

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 | 0 |
| 6 | 25 | 2 | 50 | 0 |
| Other | 0 | 0 | 0 | 0 |

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 | 34 | 1 | 28 | 0 |
| 6 | 50 | 1 | 28 | 0 |
| Other | 0 | 0 | 0 | 0 |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 20 | 27 | 24 | 0 |
| Mathematics | 18 | 34 | 20 | 0 |
| Science | 20 | 20 | 18 | 0 |
| Social Science | 21 | 13 | 22 | 0 |

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 | 0 |
| Mathematics | 14 | 46 | 14 | 0 |
| Science | 17 | 26 | 12 | 0 |
| Social Science | 18 | 22 | 15 | 0 |

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 | 16 | 27 | 0 |
| Mathematics | 20 | 14 | 30 | 0 |
| Science | 19 | 21 | 19 | 0 |
| Social Science | 21 | 15 | 27 | 0 |

2024-25 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 |

2024-25 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 | 1.0 |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

*Ratio is based on full time employees who are employed by MWA and reported in CALPADS

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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 | \$26,789 | \$14,203 | \$12,587 | \$68,548 |
| District | N/A | N/A | | |
| Percent Difference - School Site and District | N/A | N/A | | |
| State | N/A | N/A | \$11,146 | |
| Percent Difference - School Site and State | N/A | N/A | 15.5 | |

Fiscal Year 2024-25 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 2024-25 Types of Services Funded

15. Elementary and Secondary School Relief III (ESSER III)
16. American Rescue Plan - Homeless Children and Youth (Federal)
17. Expanded Learning Opportunities Program (State)
18. A-G Completion Improvement Grant (State)
19. Other revenue (Federal)
20. Other revenue (State)
21. Kitchen Infrastructure & Training funds (State)
22. Mandate Block Grant (State)
23. Arts, Music, and Instructional Materials Discretionary Block Grant (State)
24. State - Learning Recovery Emergency Block Grant (State)
25. Prop 28 Arts & Music in Schools (AMS) funding (State)

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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 | \$50,546 | |
| Mid-Range Teacher Salary | \$69,170 | |
| Highest Teacher Salary | \$113,545 | |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | \$196,000 | |
| Average Principal Salary (High) | \$196,000 | |
| Superintendent Salary | \$346,371 | |
| Percent of Budget for Teacher Salaries | 14% | |
| Percent of Budget for Administrative Salaries | 10% | |

2024-25 Advanced Placement (AP) Courses

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

| | |
|--|-------|
| Percent of Students in AP Courses | 39.5* |
|--|-------|

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 | 2 |
| Fine and Performing Arts | 0 |
| Foreign Language | 4 |
| Mathematics | 3 |
| Science | 3 |
| Social Science | 0 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 23 |

*academy-wide (i.e. 5th - 12th grades)

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 throughout the school year. Teachers receive individualized support from their content and grade level leads, Instructional Coaches, 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 | 2023-24 | 2024-25 | 2025-26 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 7.00 | 7.00 | 8.00 |

Coversheet

Academic Calendar 2026-27

Section: V. Action Items
Item: B. Academic Calendar 2026-27
Purpose:
Submitted by: Elizabeth Martinez
Related Material: MWA Academic Calendar 2026-2027_V04_01162025.pdf

BACKGROUND:

The proposed calendar closely mirrors the current school year with the following differences:

- Two more instructional days bringing the total to 185
- Less total teacher workdays
- Less August PD days
- More 1:00 PM dismissals

RECOMMENDATION:

We recommend the board approve the Academic Calendar for 2026-27.

MWA 2026/27 Academic Calendar

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|----|----|----|----|----|----|----|-------------|----|----|----|----|----|----|----|----------------|----|----|----|----|----|----|----|--------------|----|-----|----|----|----|----|----|--|--|--|--|--|--|--|--|--|---|---|---|----|---|--|--|--|--|---|---|---|---|---|---|---|---|----|----|---|---|---|---|---|---|---|---|---|---|---|----|----|----|---|---|---|---|---|---|----|----|----|----|----|----|----|----|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|----|----|----|----|----|----|----|----|----|----|----|--|--|--|----|----|----|----|----|-----|----|--|--|--|--|--|--|--|----|----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| July 2026 | | | | | | | 18 | August 2026 | | | | | | | 21 | September 2026 | | | | | | | 21 | October 2026 | | | | | | | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa | | | | | 1 | 2 | 3 | 4 | | Su | Mo | Tu | We | Th | Fr | Sa | | Su | Mo | Tu | We | Th | Fr | Sa | | | | | | | | | | | 1 | 2 | 3 | 4* | 5 | | | | | 1 | 2 | 3 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 26 | 27 | 28 | 29 | 30 | 31 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 27 | 28 | 29 | 30 | | | | 25 | 26 | 27 | 28 | 29 | 30* | 31 | | | | | | | | 30 | 31 | | | | | | | | | | | | | | | | | | | |
| | | | 1 | 2 | 3 | 4 | | Su | Mo | Tu | We | Th | Fr | Sa | | Su | Mo | Tu | We | Th | Fr | Sa | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | 1 | 2 | 3 | 4* | 5 | | | | | | 1 | 2 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | | 9 | 10 | 11 | 12 | 13 | 14 | 15 | | 13 | 14 | 15 | 16 | 17 | 18 | 19 | | 11 | 12 | 13 | 14 | 15 | 16 | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | | 16 | 17 | 18 | 19 | 20 | 21 | 22 | | 20 | 21 | 22 | 23 | 24 | 25 | 26 | | 18 | 19 | 20 | 21 | 22 | 23 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 26 | 27 | 28 | 29 | 30 | 31 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 27 | 28 | 29 | 30 | | | | 25 | 26 | 27 | 28 | 29 | 30* | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|---------------|----|----|----|----|----|----|----|---------------|----|-----|-----|-----|----|----|----|--------------|----|----|----|----|----|----|----|---------------|----|----|----|----|----|----|----|---|---|----|----|----|----|----|--|--|---|---|---|---|---|--|--|---|---|---|---|---|---|----|----|----|----|----|----|----|---|---|---|---|----|----|----|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|-----|-----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|--|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|--|--|--|--|----|----|----|----|----|--|--|----|----|----|----|----|----|----|----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| November 2026 | | | | | | | 15 | December 2026 | | | | | | | 13 | January 2027 | | | | | | | 18 | February 2027 | | | | | | | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | Su | Mo | Tu | We | Th | Fr | Sa | | Su | Mo | Tu | We | Th | Fr | Sa | | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | 1 | 2 | 3 | 4 | 5 | | | 1 | 2 | 3 | 4 | 5 | 6 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 13 | 14 | 15* | 16* | 17* | 18 | 19 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 29 | 30 | | | | | | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | | | | | | | | 27 | 28 | 29 | 30 | 31 | | | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | Su | Mo | Tu | We | Th | Fr | Sa | | Su | Mo | Tu | We | Th | Fr | Sa | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | | 1 | 2 | 3 | 4 | 5 | | | | 1 | 2 | 3 | 4 | 5 | | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | 7 | 8 | 9 | 10 | 11 | 12 | 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | | 13 | 14 | 15* | 16* | 17* | 18 | 19 | | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 29 | 30 | | | | | | | 20 | 21 | 22 | 23 | 24 | 25 | 26 | | 17 | 18 | 19 | 20 | 21 | 22 | 23 | | 21 | 22 | 23 | 24 | 25 | 26 | 27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | 27 | 28 | 29 | 30 | 31 | | | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|------------|----|----|----|----|----|----|----|------------|----|----|----|----|----|----|----|----------|----|----|----|----|----|----|----|-----------|----|----|----|----|----|----|---|---|---|---|----|----|----|----|--|--|--|--|---|---|---|--|--|---|---|---|---|---|----|----|----|----|----|----|----|---|---|---|---|---|---|----|---|---|---|---|---|----|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|--|--|--|--|----|----|----|----|----|----|--|----|----|----|----|----|----|----|----|----|----|----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|----|----|--|--|--|--|--|--|--|--|--|--|--|--|
| March 2027 | | | | | | | 22 | April 2027 | | | | | | | 16 | May 2027 | | | | | | | 20 | June 2027 | | | | | | | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa | | | 1 | 2 | 3 | 4 | 5 | 6 | | Su | Mo | Tu | We | Th | Fr | Sa | | Su | Mo | Tu | We | Th | Fr | Sa | | 7 | 8 | 9 | 10 | 11 | 12 | 13 | | | | | 1 | 2 | 3 | | | 1 | 2 | 3 | 4 | 5 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 2 | 3 | 4 | 5 | 6 | 7* | 8 | 6 | 7* | 8* | 9* | 10 | 11 | 12 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 28 | 29 | 30 | 31 | | | | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | | | | | | | | 25 | 26 | 27 | 28 | 29 | 30 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | 30 | 31 | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | | Su | Mo | Tu | We | Th | Fr | Sa | | Su | Mo | Tu | We | Th | Fr | Sa | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | | | | | | 1 | 2 | 3 | | | | 1 | 2 | 3 | 4 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | 2 | 3 | 4 | 5 | 6 | 7* | 8 | | 6 | 7* | 8* | 9* | 10 | 11 | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | | 11 | 12 | 13 | 14 | 15 | 16 | 17 | | 9 | 10 | 11 | 12 | 13 | 14 | 15 | | 13 | 14 | 15 | 16 | 17 | 18 | 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 28 | 29 | 30 | 31 | | | | | 18 | 19 | 20 | 21 | 22 | 23 | 24 | | 16 | 17 | 18 | 19 | 20 | 21 | 22 | | 20 | 21 | 22 | 23 | 24 | 25 | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | 25 | 26 | 27 | 28 | 29 | 30 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Total Instr. Days 185

Fridays 32

M-Th 144

1:00 9

| | | | |
|---|----|--------------------------|-----|
| Holidays = | 15 | | |
| Recess = | 18 | | |
| All Day Teacher PD (no students) = | 5 | Total Instructional Days | 185 |
| Teacher Work Day (no school for students) = | 2 | Total Teacher Work Days | 7 |
| * Early Dismissal - 1:00 PM = | 9 | | |
| First & Last Day of School (all students) | | Total Teacher Workdays | 192 |
| First & Last Day for Teachers | | | |
| # Progress Reports | | Semester 1 | 87 |
| Contingency School Days (to be used for unexpected school closures) | 4 | Semester 2 | 98 |
| Sustainability Fridays for Staff = | 4 | | |

School Holidays 2026/27

| | | | | | |
|--------------|-------------------------|--------------|------------------------|--------------|---------------------|
| Sep 7, 2026 | Labor Day | Dec 31, 20 | New Year's Eve | Jun 19, 2027 | Juneteenth |
| Oct 12, 2026 | Indigenous People's Day | Jan 1, 2027 | New Year's Day | Jul 4, 2027 | Independence Day |
| Nov 11, 2026 | Veterans Day | Jan 18, 2027 | Martin L. King Day | Jul 5, 2027 | Indepen. Day (obs.) |
| Nov 26, 2026 | Thanksgiving Day | Feb 15, 2027 | Presidents' Day | | |
| Dec 24, 2026 | Christmas Eve | Apr 2, 2027 | Cesar Chavez Day (obs) | | |
| Dec 25, 2026 | Christmas Day | May 31, 2027 | Memorial Day | | |
| Dec 31, 2026 | New Year's Eve | Jun 18, 2027 | Juneteenth (obs.) | | |

Board Approved: TBD

Coversheet

Clayton Valley - Adult Transition Program

Section: V. Action Items
Item: C. Clayton Valley - Adult Transition Program
Purpose: Vote
Submitted by: Elizabeth Martinez

BACKGROUND:

Under the federal **Individuals with Disabilities Education Act (IDEA)** and **California Education Code**, K-12 schools are legally required to provide transition services to ensure students with IEPs are prepared for post-secondary education, employment, and independent living. If a student graduates with a high school diploma, we are not required to provide services beyond graduation. However, if a student receives a Certificate of Completion or goes through the Alternate Diploma Pathway, we are required to provide transition services until age 22.

We have one student who received a Certificate of Completion in June 2025 which made him eligible to receive adult transition services; MWA is responsible for providing these services either directly or via a provider. We entered into an MOU with Clayton Valley Charter High School who has an adult transition program to fulfill this requirement.

Fiscal Impact: \$60,000 annually

RECOMMENDATION:

We recommend the board votes to ratify this agreement.

Coversheet

Seneca Agreement Amendment

Section: V. Action Items
Item: D. Seneca Agreement Amendment
Purpose: Vote
Submitted by: Elizabeth Martinez
Related Material: Making Waves FY 2025-2026 Rate Based Budget 12.19.25.pdf

BACKGROUND:

While MWA's full-time social worker is out on leave, we have asked Seneca to increase the hours for one of our onsite, contract clinicians to support general education students. The existing agreement provides 1.5 FTE clinician support for students whose IEP's require mental health support.

As a part of the expansion, the clinician will:

- Facilitate one social skills group in upper school
- Hold individual cases on a 6-8 week intervention cycle
- Pilot tier 2 interventions
- Provide monthly reports on numbers of students that have been seen

Fiscal Impact: Update not to exceed to \$334,590 (additional \$42,090 from original agreement)

RECOMMENDATION:

We recommend the board approves the agreement expansion.

| Making Waves- FY 2025-2026 | | | | | | | | Date: 12.19.25 | | |
|---|--|--|-------------|--|-------|------------|-------------------|----------------|-----------|----------------|
| Unconditional Education Partnership | | | | | | | | | | |
| Seneca Family of Agencies | | | | | | | | | | |
| PROGRAM EXPENSES | | | | | | | | | | |
| | | | Annual Rate | | EMRHS | | General Education | | TOTAL | |
| | | | | | FTE | Expense | FTE | Expense | Total FTE | Cost to School |
| Program Staffing | | | | | | | | | | |
| Clinical Intervention Specialist | | | \$195,000 | | 1.00 | \$ 195,000 | 0.00 | \$ - | 1.00 | \$ 195,000 |
| Clinical Intervention Specialist | | | \$195,000 | | 0.50 | \$ 97,500 | 0.00 | \$ - | 0.50 | \$ 97,500 |
| Clinical Intervention Specialist (2/1 - 6/30) | | | \$84,180 | | | | 0.50 | \$ 42,090 | 0.50 | \$ 42,090 |
| Comprehensive Total | | | | | 1.50 | \$ 292,500 | 0.50 | \$ 42,090 | 2.00 | \$ 334,590 |

Coversheet

Rippling HRIS Platform

Section: V. Action Items
Item: E. Rippling HRIS Platform
Purpose: Vote
Submitted by: Damon Edwards
Related Material: Rippling_MWA_Contract_v4.pdf

BACKGROUND:

The People Operations, Finance, and IT Teams are recommending the replacement of our current Human Resources Information System (HRIS) platform, Ultimate Kronos Group (UKG), with Rippling—a modern platform that offers superior functionality and customer support. After a thorough evaluation of four platforms, Rippling emerged as the clear choice to better serve our school's needs. This proposal requests Board approval to purchase and implement Rippling as our new HRIS solution, pending legal review of its data privacy policy.

RECOMMENDATION:

We recommend the board to approve the attached Rippling proposal with a fiscal impact of \$65,534.67, pending legal review of the data privacy agreement.



Review & Sign Your Agreement

Thanks for deciding to partner with Rippling!

Making Waves Academy.

Below you'll find an Order Form and Subscription Agreement, which sets forth the package of Rippling Services created for Making Waves Academy and the terms and conditions governing those Rippling Services. Please review both the Order Form and Subscription Agreement carefully. If you have any questions, please do not hesitate to reach out to your sales contact who can help get you squared away.

If everything looks good to you, please sign electronically on the signature block.

Many thanks,

Rippling Team

CUSTOMER

| | |
|------------------------|----------------------|
| Name | Making Waves Academy |
| Mailing Address | N/A |
| Billing Address | N/A |

ORDER DETAILS

| | |
|--------------------------------|--------------|
| Contract Type | New contract |
| Subscription Term | 12 months |
| Subscription Start Date | 7/1/26 |
| Billing Frequency | Annually |

SERVICE & PRICING

| Package Name | Start Date | User Type | Users | \$ per user | \$ Base | \$ Total |
|---|------------|---|-------|----------------|--------------------|--------------------|
| Rippling Platform (Pro) | 7/1/26 | Everyone | 160 | \$108.00/yr | \$0.00 | \$17,280.00 |
| Domestic Payroll | 7/1/26 | Employee Only | 160 | \$57.60/yr | \$0.00 | \$9,216.00 |
| Time & Attendance (Core) | 7/1/26 | T&A Users (excluding admins & approvers not tracking time) | 71 | \$43.20/yr | \$0.00/yr | \$3,067.20 |
| 401(k) | 7/1/26 | Benefits Eligible | 150 | \$14.40/yr | \$0.00 | \$2,160.00 |
| Benefits Administration | 7/1/26 | Benefits Eligible | 160 | \$36.00/yr | \$0.00 | \$5,760.00 |
| ACA & COBRA Administration | 7/1/26 | Benefits Eligible | 160 | \$21.60/yr | \$0.00 | \$3,456.00 |
| Flex Benefits Package | 7/1/26 | Benefits Eligible | 160 | \$36.00/yr | \$0.00 | \$5,760.00 |
| CarrierConnect EDI | 7/1/26 | Benefits Eligible | 160 | \$12.00/yr | \$500.00/yr | \$2,420.00 |
| Recruiting (Core) | 10/1/26 | Employee Only | 160 | \$43.20/yr | \$0.00 | \$5,184.00 |
| HRIS (Full HRIS) | 7/1/26 | Everyone | 160 | \$0.00/yr | \$0.00 | \$0.00 |
| Rippling Build (Starter) | 7/1/26 | Everyone | 160 | \$0.00/yr | \$0.00 | \$0.00 |
| Third Party IdP | 7/1/26 | Everyone | 160 | \$28.80/yr | \$0.00 | \$4,608.00 |
| Implementation Services (Consultative) | 7/1/26 | Company fee | 1 | \$0.00/oneTime | \$4,123.47/oneTime | \$4,123.47 |
| Unity Automation Services (Consultative) | 7/1/26 | Company fee | 1 | \$0.00/oneTime | \$2,500.00/oneTime | \$2,500.00 |
| Total due on 1/16/26 | | | | | | \$60,350.67 |
| Total due on 10/1/26 | | | | | | \$5,184.00 |
| Total period commitment | | | | | | \$65,534.67 |

- Tax and other governmental fees shown above are estimates only. Actual taxes and governmental fees payable are determined at the time of charge, and will be documented for your records. Payment card processing fees may also apply. This is not an invoice.
- For customers based in the United States, any applicable taxes or fees will be determined based on the laws and regulation of taxing authority(ies) governing the Billing Address provided by the customer in this Order Form.

Rippling Subscription Agreement

This Rippling Subscription Agreement is entered into by and between Making Waves Academy ("You") and People Center, Inc. (dba Rippling), a Delaware corporation, with a principal place of business at 430 California Street, San Francisco, CA 94104 ("Agreement").

This Agreement includes and incorporates by reference this Order Form and the Customer Terms of Service Agreement available at <https://app.rippling.com/legal>, which contains, among other things, service-specific terms, warranty disclaimers, liability and use limitations, auto-renewal provisions (subject to your opt-out by notifying support@rippling.com at least 30 days prior to the end of your current Subscription Term above), and an arbitration agreement.

This Agreement is effective as of the date of the last signature below and will continue until the expiration of all Rippling Services subscriptions in this Order Form or any prior or subsequent Order Form entered into by the parties, unless earlier terminated in accordance with the terms of this Agreement.

By signing this Agreement, You and Rippling agree to be bound by the terms of this Agreement, including the Order Form and Customer Terms of Services Agreement referenced herein, and that this Agreement supersedes and replaces any prior Subscription Agreement entered into between the parties with respect to the Rippling Services set forth herein that are for the period the same as or overlapping with the Subscription Term, as each are set forth in the Order Form. Customer further represents and warrants that the person signing this Agreement on its behalf has the full authority to bind Customer to the terms of this Agreement.

| | PEOPLE CENTER, INC. DBA RIPPING | MAKING WAVES ACADEMY |
|-------|---|-------------------------|
| BY |  | Employee signature |
| NAME | Matt Plank | Damon Edwards |
| TITLE | Chief Revenue Officer | Title |
| DATE | January 16, 2026 | Employee signature date |

ADDENDUM

In the event of a conflict between the Addendum in this Order Form ("Addendum") and the Rippling Customer Terms of Service Agreement or other portions of this Order Form, this Addendum shall control. Notwithstanding anything to the contrary in the Rippling Customer Terms of Service Agreement or this Order Form, Rippling and Customer further agree to the terms contained in the Enterprise Addendum to Rippling Terms of Service available at <https://app.rippling.com/legal/enterprise>.

Coversheet

Vendor Invoices for December 2025

| | |
|--------------------------|--------------------------------------|
| Section: | VI. Consent Action Items |
| Item: | A. Vendor Invoices for December 2025 |
| Purpose: | Vote |
| Submitted by: | |
| Related Material: | Bill Payment List - Dec 2025.pdf |

| Making Waves Academy | | | | |
|----------------------|------------|--|---------------|---|
| Bill Payment List | | | | |
| December 2025 | | | | |
| Date | Num | Vendor | Amount | Descriptions |
| 12/16/2025 | ACH8637-7 | A. Caballero Productions | \$ 1,196.40 | Graduation Supplies |
| 12/16/2025 | ACH8637-12 | AAA Workspace | \$ 1,148.16 | Supplies |
| 12/9/2025 | | AAA Workspace | \$ 2,296.32 | Supplies |
| 12/16/2025 | ACH8637-11 | Adriana San Millan School Psychology and Special Education Services, LLC | \$ 16,247.66 | SPED Service |
| 12/2/2025 | | Adriana San Millan School Psychology and Special Education Services, LLC | \$ 9,392.61 | SPED Service |
| 12/2/2025 | | All Cal Golf and Industrial Vehicle/ East Bay Golf | \$ 1,612.65 | Repairs and Maintenance - Building |
| 12/9/2025 | | Ameriflex LLC | \$ 273.90 | FSA Administrative Fee |
| 12/16/2025 | ACH8637-13 | Anchor Counseling & Education Solutions | \$ 15,464.58 | SPED Service |
| 12/19/2025 | 500008 | AT&T CALNET | \$ 1,131.92 | Utility |
| 12/2/2025 | 20686 | AT&T CALNET | \$ 917.89 | Utility |
| 12/19/2025 | ACH8637-20 | Bay Area Charters | \$ 26,197.50 | Transportation for Field Trip and Sport |
| 12/9/2025 | | Bay Area Charters | \$ 13,622.50 | Transportation for Field Trip and Sport |
| 12/16/2025 | 500007 | Bay Area Conference | \$ 225.00 | Conference Fees |
| 12/9/2025 | | Bay Area International Translation Services LLC | \$ 730.00 | Translation Services |
| 12/16/2025 | 500005 | Berkeley Repertory Theatre | \$ 525.00 | Field Trip |
| 12/9/2025 | | California Choice Benefit Administrators | \$ 170,313.48 | Health Insurance |
| 12/2/2025 | 20687 | Cascade Healthcare Services, LLC | \$ 3,675.00 | Contracted Services |
| 12/2/2025 | | Charter Safe | \$ 13,064.00 | Liability and Worker Comp Insurance |
| 12/26/2025 | | Chase | \$ 18,365.22 | Credit Card Payment |
| 12/16/2025 | | Cintas | \$ 207.20 | Custodial Supplies |
| 12/16/2025 | | Cintas | \$ 180.46 | Custodial Supplies |
| 12/16/2025 | | Cintas | \$ 2,359.21 | Custodial Supplies |
| 12/2/2025 | | Cintas | \$ 1,303.31 | Custodial Supplies |
| 12/2/2025 | | Cintas | \$ 315.42 | Custodial Supplies |
| 12/2/2025 | | Cintas | \$ 2,658.90 | Custodial Supplies |
| 12/2/2025 | 20688 | City of Richmond | \$ 663.00 | Additional Sport Facilities Use Fees |
| 12/9/2025 | | CliftonLarsonAllen LLP | \$ 11,340.00 | Legal Fees |
| 12/16/2025 | | Colonial Life | \$ 311.10 | Health Insurance |
| 12/9/2025 | | Comcast | \$ 3,381.13 | Internet Provider |
| 12/9/2025 | ACH8637-1 | Concur Technologies, Inc. | \$ 423.60 | IT Contracted Services |
| 12/9/2025 | 500003 | Contra Costa Co Office of Ed | \$ 43,075.00 | Teacher Induction |
| 12/9/2025 | | Cornerstone Educational Solutions | \$ 7,150.32 | Contracted Services |
| 12/9/2025 | | Corodata | \$ 62.54 | Storage Fee |

| Making Waves Academy | | | | |
|----------------------|------------|--|---------------|---------------------------|
| Bill Payment List | | | | |
| December 2025 | | | | |
| Date | Num | Vendor | Amount | Descriptions |
| 12/9/2025 | | Corodata | \$ 76.90 | Storage Fee |
| 12/9/2025 | | Cruz-Reiber, Jeannette | \$ 900.00 | Contracted Services |
| 12/16/2025 | 500006 | Department of Justice | \$ 32.00 | Staff Recruitment |
| 12/9/2025 | | Dialink Corporation | \$ 2,232.24 | IT Contracted Services |
| 12/9/2025 | | Edmentum | \$ 240.00 | IT Contracted Services |
| 12/9/2025 | 500001 | EdTec Inc | \$ 1,401.75 | School Attendance Service |
| 12/19/2025 | ACH8637-23 | Facilities Management Express, LLC | \$ 1,037.50 | IT Contracted Services |
| 12/2/2025 | | Global Office Inc | \$ 660.77 | Copier Lease |
| 12/16/2025 | ACH8637-4 | Hanna Interpreting Services LLC | \$ 21,630.00 | Contracted Services |
| 12/9/2025 | | Hanna Interpreting Services LLC | \$ 4,118.85 | Contracted Services |
| 12/9/2025 | 500002 | Houghton Mifflin Company | \$ 1,568.00 | Book Supplies |
| 12/19/2025 | | Iron Mountain | \$ 633.73 | Contracted Services |
| 12/9/2025 | | Jostens | \$ 20.52 | Graduation Supplies |
| 12/19/2025 | 500010 | Kita Brown Photography | \$ 575.00 | Supplies |
| 12/16/2025 | ACH8637-9 | Kronos | \$ 5,837.99 | Payroll system |
| 12/9/2025 | | Law Offices of Young, Minney & Corr, LLP | \$ 1,701.50 | Legal Fees |
| 12/2/2025 | | Layered Education | \$ 1,000.00 | Contracted Services |
| 12/2/2025 | | LBM, Business Services Inc. | \$ 1,500.00 | E-Rate |
| 12/16/2025 | ACH8637-6 | Linde Group | \$ 22,982.50 | IT Support |
| 12/9/2025 | | Linde Group | \$ 4,832.50 | IT Support |
| 12/16/2025 | | Making Waves Education Foundation | \$ 161,073.00 | School Lease |
| 12/19/2025 | ACH8637-19 | Manzo, Mindy | \$ 24,350.00 | Contracted Services |
| 12/9/2025 | | Marcia Brenner Associates | \$ 750.00 | IT Contracted Services |
| 12/9/2025 | ACH8637-3 | Marin Benefits Administrators | \$ 350.00 | Contracted Services |
| 12/9/2025 | ACH8637-2 | Mineral Tree, Inc | \$ 21.99 | Contracted Services |
| 12/16/2025 | ACH8637-5 | Nine Consulting Limited | \$ 19,995.32 | IT Contracted Services |
| 12/9/2025 | | Nob Hill Catering Inc | \$ 30,251.55 | Student Food |
| 12/9/2025 | | Office Depot | \$ 341.30 | Office Supplies |
| 12/9/2025 | | Office Depot | \$ 2,482.88 | Office Supplies |
| 12/2/2025 | 20689 | Office Depot | \$ 2,463.10 | Office Supplies |
| 12/2/2025 | | Pacheco's Cleaning Service | \$ 54,500.00 | Janitorial Services |
| 12/2/2025 | | PG & E - 0911653377-0 | \$ 3,922.56 | Utility |
| 12/2/2025 | | PG & E - 1229161920-8 | \$ 13,855.86 | Utility |

| Making Waves Academy | | | | |
|----------------------|------------|--|---------------|-----------------------------|
| Bill Payment List | | | | |
| December 2025 | | | | |
| Date | Num | Vendor | Amount | Descriptions |
| 12/2/2025 | | PG & E - 2052957541-5 | \$ 4,288.99 | Utility |
| 12/2/2025 | | PG & E - 2538827590-8 | \$ 10,314.85 | Utility |
| 12/2/2025 | | PG & E - 5344744823-3 | \$ 2,078.83 | Utility |
| 12/2/2025 | | PG & E - 6293019192-9 | \$ 13,871.92 | Utility |
| 12/2/2025 | | PLIC - SBD GRAND ISLAND | \$ 20,798.95 | Health Insurance |
| 12/9/2025 | | Primo Brands | \$ 66.48 | Drinking Water Supplies |
| 12/12/2025 | 500004 | Quadiant Leasing USA, Inc | \$ 1,643.46 | Copier Lease |
| 12/9/2025 | | Quadiant Leasing USA, Inc | \$ (1,643.46) | Copier Lease |
| 12/9/2025 | | Quadiant Leasing USA, Inc | \$ 1,643.46 | Copier Lease |
| 12/19/2025 | ACH8637-18 | RCM Technologies USA, Inc | \$ 4,457.90 | SPED Service |
| 12/9/2025 | | Republic Services #851 | \$ 7,782.89 | Waste Management |
| 12/2/2025 | | Rids Brother Company Inc | \$ 7,405.00 | SPED Transportation Service |
| 12/19/2025 | 500009 | San Joaquin County Office of Education | \$ 1,850.00 | SPED Service |
| 12/19/2025 | ACH8637-22 | Scoot Education Inc | \$ 10,655.00 | Substitutes Fee |
| 12/16/2025 | ACH8637-17 | Scoot Education Inc | \$ 10,875.00 | Substitutes Fee |
| 12/9/2025 | | Scoot Education Inc | \$ 8,330.00 | Substitutes Fee |
| 12/19/2025 | ACH8637-25 | Seneca Family of Agencies | \$ 3,961.00 | SPED Service |
| 12/9/2025 | | Seneca Family of Agencies | \$ 24,375.00 | SPED Service |
| 12/2/2025 | | Seneca Family of Agencies | \$ 5,126.00 | SPED Service |
| 12/9/2025 | | Stericycle, Inc. | \$ 80.73 | Contracted Services |
| 12/16/2025 | ACH8637-16 | Strategenius LLC | \$ 14,000.00 | Contracted Services |
| 12/19/2025 | ACH8637-21 | Swing Education, Inc | \$ 11,962.50 | Substitutes Fee |
| 12/16/2025 | ACH8637-8 | Swing Education, Inc | \$ 13,412.50 | Substitutes Fee |
| 12/9/2025 | | Swing Education, Inc | \$ 10,875.00 | Substitutes Fee |
| 12/16/2025 | ACH8637-10 | Swivl, Inc | \$ 950.00 | Contracted Services |
| 12/16/2025 | ACH8637-15 | Talkspace Provider Network, PA | \$ 5,250.00 | Psychologist |
| 12/19/2025 | ACH8637-24 | Teach For America | \$ 5,000.00 | Staff Recruitment |
| 12/16/2025 | ACH8637-14 | The Speech Pathology Group | \$ 732.00 | SPED Service |
| 12/9/2025 | | T-Mobile | \$ 2,754.65 | Telephone |
| 12/9/2025 | | T-Mobile | \$ 2,035.00 | Telephone |
| 12/9/2025 | | vChief | \$ 16,100.00 | Contracted Services |
| 12/2/2025 | | Vision Service Plan | \$ 1,593.67 | Health Insurance |
| 12/9/2025 | | Wells Fargo Vendor Financial Services, LLC | \$ 2,058.91 | Copier Lease |

| Making Waves Academy | | | | |
|----------------------|-----|--|-----------------|--------------|
| Bill Payment List | | | | |
| December 2025 | | | | |
| Date | Num | Vendor | Amount | Descriptions |
| 12/9/2025 | | Wells Fargo Vendor Financial Services, LLC | \$ 3,740.28 | Copier Lease |
| | | December 2025 | \$ 985,596.80 | |
| | | | | |
| | | December 2024 | \$ 1,026,058.86 | |

Coversheet

Accept Minutes: December Board Meeting

| | |
|--------------------------|---|
| Section: | VI. Consent Action Items |
| Item: | B. Accept Minutes: December Board Meeting |
| Purpose: | Approve Minutes |
| Submitted by: | |
| Related Material: | Minutes for December Board Meeting on December 15, 2025 |

APPROVED



Making Waves Academy

Minutes

December Board Meeting

Date and Time

Monday December 15, 2025 at 11:00 AM

Location

In-person at:

Making Waves Academy
4123 Lakeside Dr.
Richmond, CA 94806

And streaming on zoom:

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

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

Passcode: 073032

Or One tap mobile :

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

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

Or Telephone:

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

+1 669 444 9171 US

+1 669 900 6833 US (San Jose)

+1 253 205 0468 US

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 719 359 4580 US

+1 689 278 1000 US

+1 929 436 2866 US (New York)

+1 301 715 8592 US (Washington DC)

+1 305 224 1968 US

+1 309 205 3325 US

+1 312 626 6799 US (Chicago)

+1 360 209 5623 US

+1 386 347 5053 US

+1 507 473 4847 US

+1 564 217 2000 US

+1 646 931 3860 US

Webinar ID: 878 5502 2048

Passcode: 073032

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

COMING SOON

- HAGA CLIC AQUÍ para acceder a la agenda y portadas en español/[CLICK HERE](#) to access agenda and cover sheets in Spanish:
<https://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, Enrique Romero (remote), Esther Hugo, Felicia Selva, Margaret Watson (remote)

Directors Absent

Janis Glover

Guests Present

Bryann Fitzpatrick, Valeria Serrano

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 15, 2025 at 10:06 AM.

B. Record Attendance

II. Closed Session

A. Confidential Student Discipline Matter

On expulsion case number 2025003, the board voted unanimously to approve the stipulated expulsion with suspended enforcement.

B. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

No action taken.

III. Additional Opening Items

A. Remarks by Board President

The board noted the strength the SBAC data presentation, particularly cohort tracking and the comp analysis with district, county, state and local charters, and was pleased to see growth in most areas. Also noted was increased stability and enthusiasm this fall.

B. Public Comment

A parent shared public comment expressing appreciation for the school community, highlighting the CCC team, teachers, health staff, office administration, and the Unity Gala. She emphasized strong communication, student support, and a welcoming school environment.

A staff member requested that the Board review graduation math requirements to allow an alternative, A–G–aligned pathway for students who struggle with Algebra II, while still maintaining high expectations. She noted that students are succeeding in other advanced, College Board–approved math courses but may be at risk of delayed graduation due to Algebra II alone.

IV. Standing Reports

A. ASB Update

Student leaders shared highlights from the year, including a successful pep rally, fall dance, and the first-ever Unity Gala, which increased student and parent engagement and raised funds for clubs. They also outlined upcoming initiatives such as a community movie night, an all-school meeting, a student newsletter, and a SLUG Grant event focused on college, career, and mental health. Board members commended the students for strong leadership, communication, and their focus on improving campus culture.

B. Mission Connection

Student board member, Valeria Serrano, presented a mission connection video highlighting school culture, student voice, and community events across academics, athletics, and extracurriculars. The video showcased increased engagement, new programs, and pride in the school community. Board members expressed appreciation for the student-led work, particularly the addition of roles in marketing and noted that it provided a strong snapshot of student life at MWA.

C. Deep Dive: Test Scores

The board reviewed comprehensive ELA, math, and science assessment data, noting overall growth trends, strong fifth- and seventh-grade performance, and continued

challenges in math, particularly in eighth grade. Persistent achievement gaps for English learners and students with disabilities were discussed, along with strategies including PLCs, coaching, increased rigor, and improved use of interim data to drive instructional adjustments. Board members emphasized the importance of teacher and student ownership of data, asked for updates on how teachers will use the data to adapt instruction and a deepened focus on integrated ELD practices. Figuring out how to achieve math score improvement was discussed.

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

The board discussed upcoming WASC activities, the use of single-item analysis to inform instructional adjustments, and plans to share additional resources such as the career fair video. Questions were raised about 504 compliance staffing, with leadership noting interim coverage by the Director of Special Education and a future update planned. The board also acknowledged broader charter sector advocacy efforts and expressed optimism about continued improvements in school culture, belonging, and community engagement.

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

Board members acknowledged highlights revealed in the WASC report-writing process, noting strong culture and alignment across the organization, and well-understood mission and goals that guide decision-making. Staff expressed interest in clearer structures around student-centered practices and real-world learning. Recruitment updates were shared: interview questions are now tailored by role, panels include subject-matter experts for technical questions, and feedback is shared with hiring managers. Board participation in hiring for senior roles will be codified for clarity, aligning with existing bylaws and policies.

F. Q&A on Written Finance Report

The finance committee is recommending approval of the interim reports, which will be addressed in the action items. No questions were raised on the general finance report. Board members acknowledged and commended the controller for the report.

G. Break

V. Non-Action Items

A. Board Work and Advisory Committee Updates

All but one board member has completed required ethics training.

Student board member, Valeria Serrano, shared her proposal for her "Waves Connect" event, a career/alumni connection program, working with the CCC team and MWEF to connect students with alumni in various fields for mentorship and potential summer job shadowing. She hopes to launch interest forms by January and schedule the first event in

April. Board members suggested late afternoon or early evening for participation, outreach to alumni on MW foundation and school boards, and the thought to include alumni who overcame challenges (e.g., English learners, students with disabilities) to inspire current students. The proposal was praised for its organization, clarity, and focus, and board participation was confirmed.

Dr. Esther Hugo provided an update on the Curriculum & Instruction Advisory Committee and WASC work. She highlighted the expansion of AP and advanced coursework, the emphasis on instructional coaching and data-driven observations, and initiatives supporting college and career readiness, including internships, mentoring, and college visits. WASC chapters 1–3 have been completed and will be reviewed by the board soon, and advisory time is increasingly used for social-emotional learning and student support. Committee members noted progress in evidence-based decision-making and structured meetings.

VI. Action Items

A. MWEF-MWA Shared Services Agreement

Felicia Selva made a motion to approve MWEF-MWA Shared Services Agreement.

Esther Hugo seconded the motion.

Valera Serrano gave a preferential vote to approve this item.

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

B. 2024-25 Audit Report

Esther Hugo made a motion to approve 2024-25 Audit Report.

Amy Obinyan seconded the motion.

Audit advisory committee recommends approval.

Valera Serrano gave a preferential vote to approve this item.

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

C. FY205 First Interim Budget

Amy Obinyan made a motion to approve FY205 First Interim Budget.

Felicia Selva seconded the motion.

Valera Serrano gave a preferential vote to approve this item.

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

VII. Consent Action Items

A. Vendor Invoices for November 2024

Esther Hugo made a motion to approve all consent action items.

Margaret Watson seconded the motion.

Valera Serrano gave a preferential vote to approve this item.

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

B. Accept Minutes: October Board Meeting

Esther Hugo made a motion to approve the minutes from October Board Meeting on 10-20-25.

Margaret Watson seconded the motion.

Valera Serrano gave a preferential vote to approve this item.

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

C. Accept Audit Advisory Meeting Minutes

Esther Hugo made a motion to approve the minutes from Audit Advisory Committee on 12-11-25.

Margaret Watson seconded the motion.

Valera Serrano gave a preferential vote to approve this item.

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

VIII. Discussion Items

A. Appreciations by the Board of Directors

The board expressed appreciation for educators, public service professionals, and board members for their dedication and commitment to students and the school community.

The board acknowledged the joy, energy, and stability brought by leadership, staff, students, and families throughout the year, noting it as a meaningful way to close the year and begin the next.

B. Schedule of Remaining Board of Directors Meetings for 2025-26

- Sep 8, 2025 at 4pm
- Oct 20, 2025 at 4pm
- Dec 15, 2025 at 11am
- Jan 26, 2026 at 11am
- Mar 9, 2026 at 4pm
- May 4, 2026 at 4pm
- **Graduation** Jun 11, 2026 at 6pm
- Jun 15, 2026 at 11am

IX. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:43 PM.

Respectfully Submitted,

Alicia Malet Klein

Documents used during the meeting

- ASB Board Report - December.pdf
- For MWA Board Pre-Read - 2024-25 SBAC & CAST Data.pdf
- MWA CEO Report to the MWA Board_DEC 2025_ABN.docx.pdf
- December 2025_COO Board Report.pdf
- MWA October Financials-11.26.25 - Board.pdf
- CIRAC Fall 2025.pptx
- Waves Connect Proposal_Dec 2025 MWA Board Meeting.pdf
- MWEF_MWA FY26 SSA_Draft .docx.pdf
- Making Waves Academy 2025 audit governance letter draft 11.11.25.pdf
- Making Waves Academy Rpt 2025 draft 12.4.25.pdf
- Executive Summary - 2025-26 1st Interim Budget- 2nd Draft-Board.pdf
- FY25-26 1st Interim Budget-School.pdf
- FY25-26 1st Interim Budget-Central Office.pdf
- Bill Payment List - Oct-Nov 2025.pdf
- December 2025_Board Slides.pdf
- 2025_12_15_board_meeting_agenda-Spanish.pdf